



## Evaluation of Massachusetts Reading First

# Year 5 Evaluator's Report

**A Review of Program Activity: July 1, 2006 - June 30, 2007**

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Presented to the Massachusetts Department of Elementary and  
Secondary Education

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## Program Description

### Background

Reading First is a federally-funded grant program that supports at-risk districts and schools in improving student reading skills through implementation of scientifically based instruction in K-3 classrooms. The program's ultimate goal is to have all students reading proficiently by the end of third grade.

In October 2002, Massachusetts received a Reading First grant, making it the 12<sup>th</sup> state to receive the award. To date, Massachusetts has received approximately \$94 million dollars including two Targeted Assistance Grants (see page 9) and several supplemental awards.

The first year of the Massachusetts Reading First Plan (MRFP) was devoted to start-up tasks including awarding initial district subgrants. The second year of funding (2003-2004) included the initial professional development activity through week-long Teacher Reading Academies followed by classroom implementation of scientifically based instruction, curricula, and student assessments. More on previous years can be found in the respective evaluation reports, which are available online at the following URL:

<http://www.doe.mass.edu/read/mrfp/links.html?section=donahue>

### Program Requirements

While individual schools and districts have some flexibility in how they implement their Reading First grant, all must incorporate the following basic program requirements.

- **Develop and implement an instructional model centered on tiers of curriculum delivery.** Tiered instruction focuses on early identification of at-risk students based on student assessment results. Massachusetts Reading First adopted this approach based on writing and a presentation given by Dr. Sharon Vaughn of the Vaughn Gross Center for Reading & Language Arts at the University of Texas at Austin<sup>2</sup>.

Districts are not required to implement the University of Texas model exactly as described. Rather, they are encouraged to develop models that will work in their district context. Although there is some flexibility in the specifics of the tiered instructional models used by Massachusetts Reading First schools, the state has set out some basic requirements. All students must receive at least 90 minutes of daily uninterrupted core reading instruction that is aligned with scientifically based reading research. At least 20-30 minutes of this core instruction takes place in small homogeneous groups with the classroom teacher. Students who are not currently working with the teacher are engaged in learning center activities. Students identified as substantially at risk on formative assessments receive an additional 30 minutes of instruction every day for 10-20 weeks. At the end of this intervention they are reassessed and regrouped accordingly. For second and third grade students who are more than one year below grade level, the intensive intervention may take the form of an alternative core program which is delivered for at least 90 minutes with an additional 30 minutes of intensive intervention.

- **Employ a full-time reading specialist in each participating K-3 school.** The reading specialist's role is to provide high-level support to classroom teachers and others involved in the teaching of reading<sup>3</sup>. The duties include: literacy coaching; coordinating student assessment, data analysis and use of data to inform instruction; district- and school-based professional development in reading; and consulting with classroom teachers in the implementation of the 3-tier model. As of Fall 2005 all reading specialists are required to hold valid Massachusetts Reading Specialist certification, which requires completion of an approved education

<sup>2</sup> Principal investigator Sharon Vaughn with Co-Principal Investigators Sylvia Linan-Thompson and Batya Elbaum

<sup>3</sup> The reading specialist job description is available online at [http://www.doe.mass.edu/read/mrpf/rfrs\\_job.html](http://www.doe.mass.edu/read/mrpf/rfrs_job.html)

program, passing scores on the Reading Specialist Licensure Test as well as the Communication and Literacy test, and an initial teaching license with at least one year of teaching experience under that license. Based on information provided by the Massachusetts Department of Elementary and Secondary Education (ESE), during the 2006-2007 school year two-thirds of Reading First reading specialists held the Massachusetts reading specialist certification. An additional eight percent had that certification pending and one-fifth were actively enrolled in a program leading toward that certification. Only five individuals in the RFRS position did not have the license and were not actively pursuing it, two of whom were expected to retire by spring 2008.

- **Participate in foundational training as well as ongoing professional development and support provided by the Massachusetts Department of Elementary and Secondary Education.** Building administrators, reading specialists, and K-3 classroom teachers in Massachusetts Reading First schools are expected to receive an introduction to Reading First principles by participating in foundational professional development. In the first few years of the grant, ESE provided this foundational training in the form of multi-day Teacher Reading Academies (TRAs). Beginning with the 2006-2007 school year, ESE discontinued sponsoring TRAs. As a result, many new staff received their foundational training through ESE-funded participation in the VoyagerU program<sup>4</sup>, which is an online courses with coordinated school-based study groups. Others meet this requirement through training sponsored by their own districts. In order to qualify as foundational training, the professional development must address the following elements:
  - The five dimensions of reading as defined in the Reading First legislation
  - Assessments to inform instruction – including DIBELS and GRADE, which are Massachusetts' required Reading First assessments (see page 5)
  - The use of tiers of curriculum delivery including core and intervention materials specific to district and school programs
  - Literacy coaching
  - Instructional leadership

The Department of Elementary and Secondary Education offers additional training on special topics or for individuals in particular Reading First roles. During the reporting period these trainings included:

- An August 2006 Reading First conference sponsored by districts receiving RF Targeted Assistance grants (see page 9). There were more than 2,000 participants including classroom teachers.
- Three sets of regional meetings (see page 6) to provide training and support to reading specialists and other school staff (September, November and May).
- Three day-long leadership trainings for building administrators (October, February and April).
- A fall advanced seminar on differentiated instruction featuring Dorothy Strickland.
- A spring statewide advanced seminar on reading comprehension of high quality children's informational text featuring Nell Duke.
- A statewide year-end conference with a keynote address on sustainability by Shari Butler.
- LETRS training for 48 Reading First reading specialists and five implementation facilitators (regional coaches.)

<sup>4</sup> During the 2006-2007 school year, 32 schools participated in the ESE-sponsored VoyagerU program including 21 Reading First schools, 8 Silber schools (see page 11), and 3 other schools.

Based on data collected through spring 2007 staff surveys, approximately 1,800 staff members<sup>5</sup> in Reading First schools received related professional development during the 2006-2007 school year. On average Reading First reading specialists received 265 hours of professional development *over the course of the grant*. District coordinators reported receiving 238 hours, teachers reported 188 hours and principals reported 153 hours. The lower mean hours for teachers may suggest that not all reading specialists follow through on delivering the material within their schools or possibly that the information is shared in such an informal way that teachers do not count it as formal professional development. The data from principals aligns well with other evidence that they have relatively poor attendance at Reading First professional development events. Nearly one-quarter of the principals responding to the survey indicated that they attended fewer than four of the six Reading First professional development events offered to them during the 2006-2007 school year and eight percent reported that they attended none of those events. Most of these principals cited other job responsibilities and schedule conflicts for their poor attendance at these events and noted particular difficulty in getting away to attend full-day sessions.

- **Administer student assessments and use data to inform instruction.** A critical component of Reading First is the use of valid and reliable assessments for screening, diagnostic, and progress monitoring purposes as well as measuring learning outcomes. Massachusetts Reading First schools are required to administer certain assessments to their students in first, second, and third grades. There are also recommended assessments for kindergarten, but they are not required.
  - Screening assessments are administered in the fall and serve to identify those students who may need supplemental or intensive intervention in reading. The assessments used for screening are the Group Reading Assessment and Diagnostic Evaluation (GRADE) and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS)<sup>6</sup>. Diagnostic assessments are administered as needed to students who have been identified as needing additional instruction. Their purpose is to more specifically identify the student's areas of weakness so as to implement an appropriate intervention strategy. Massachusetts Reading First diagnostic assessments are the Peabody Picture Vocabulary Test – 3<sup>rd</sup> edition (PPVT-III), the Comprehensive Test of Phonological Processing (CTOPP), Roswell-Chall<sup>7</sup>, as well as the GRADE administered off-level. The required progress monitoring assessment is DIBELS. Degrees of Reading Power (DRP) is an optional comprehension assessment. Finally, student outcome assessments are administered in the spring. They include DIBELS, GRADE, and the Massachusetts Comprehensive Assessment System (MCAS) third grade reading test. The Massachusetts Reading First Assessment Framework details the assessments by grade-level and specifies which subtests are used. A copy of that framework can be found in Appendix A.
  - In addition to the assessments identified in the framework, many districts now also use additional formative assessments, including adaptive assessments such as MAP and Galileo, which provide guidance on progress toward likely proficiency on the MCAS; informal reading inventories, the Developmental Reading Assessment (DRA), and ongoing formative curriculum-based assessments such as unit tests and leveled book placement tests. Some districts also use additional outcome assessments including standardized tests.

<sup>5</sup> This does not include the more than 2,000 educators who attended the August conference. It is likely that there is quite a bit of overlap with 1,800 staff receiving PD during the school year. However, data that would allow us to quantify the total number of individuals reached by these two events (without double-counting) are not available.

<sup>6</sup> DIBELS is a benchmark assessment administered to all students three times each year – fall and winter screening assessments and spring outcomes assessment.

<sup>7</sup> Although the Roswell-Chall assessment is identified in the assessment framework, it appears that no Massachusetts Reading First schools are using it at this time.



## State Level Support and Oversight

### Implementation Facilitators (IF)

In addition to specific professional development events, ESE employs a cadre of implementation facilitators whose role is to provide ongoing, direct support to staff in Reading First schools<sup>8</sup>. Their role is primarily to help Reading First reading specialists to integrate evidence-based practices into everyday instruction. They do so by supporting reading specialists in their efforts to use data to inform instruction, coaching the reading specialists in working with teachers to implement Reading First with fidelity, and problem solving around various school-level implementation issues. Occasionally they also conduct demonstration lessons and accompany principals and reading specialists during classroom walkthroughs. They also share knowledge and skills in the areas of project management, team building and school change. Each IF is assigned to approximately six schools. They work primarily with the reading specialist in each school but also frequently have direct contact with building administrators and teachers. School-based support is differentiated to the specific needs of each school, with more visits<sup>9</sup> and support provided to those schools that are not making adequate progress as well as those that have new reading specialists or principals.

IFs are also available to support district personnel in dissemination of Reading First professional development to other schools in the district, including assisting with local professional development to those schools. They may also support the district in developing plans for sustainability once grant funding ends.

The implementation facilitators lead periodic regional meetings, which bring together reading specialists, school principals and district coordinators to share experiences and address implementation challenges. During the 2006-2007 school year these regional meetings also included some teacher participation. Topics covered in these regional professional development meetings included oral language development, reciprocal teaching, differentiated instruction, teaching English learners to read English, and instruction related to reading and writing informational text.

### Monitoring Visits

Staff members from ESE's Office of Reading make annual monitoring visits to each Reading First school. During the visit they meet with the district coordinator, building administrator(s), Reading First reading specialist(s), and a group of K-3 teachers. In a school's first year they observe in a kindergarten and first grade classroom. In the second year they observe in a second and third grade classroom. In the third year they observe the Reading First reading specialist modeling instructional practice followed by debriefing with classroom teachers. In the fourth year they observe a leadership activity with the school principal (typically a walkthrough) and observe a third grade reciprocal teaching group.

For the 2006-2007 monitoring visits, ESE began asking districts to write a reflection letter discussing the strengths and continuing challenge of the project and highlighting the issues they would like to focus on in the monitoring visit. Those letters are used to frame the district interview component of the monitoring visit.

Based upon these interactions, ESE staff members rate the level of implementation using a common check list of critical project elements including: leadership for literacy, curriculum and instruction, assessments, professional development and technical assistance. (See Appendix B for a copy of the 2006-2007 monitoring instrument.) The objective of the visit is to identify areas of strength and needs as well as actions needed to improve Reading First implementation. After the visit each school receives a letter summarizing findings from the visit recommendations for the following year. Each district is expected to work with their implementation facilitator to develop an action plan addressing those findings.

The monitoring tool classifies schools into four categories as follows:

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<sup>8</sup> The implementation facilitator job description is available online at [http://www.doe.mass.edu/read/mrfp/if\\_job.html](http://www.doe.mass.edu/read/mrfp/if_job.html)

<sup>9</sup> IFs generally visit well implemented schools about once a month and those that need additional support twice a month.

- Category 1: The school has received a “yes” rating for each of the critical elements identified above and has shown two years of improvement in its student assessment data.
- Category 2: The school has received a “yes” rating for each of the critical elements, but has failed to show two years of improvement in its student assessment data.
- Category 3: The school has received a “no” rating for one or more of the critical elements, but has shown two years of improvement in its student assessment data.
- Category 4: The school has received a “no” rating for one or more of the critical elements and has failed to show two years of improvement in its student assessment data.

Based on results of the 2006-2007 monitoring visits, ESE rated 39 schools in category 1, 35 schools in category 2, two schools in category 3, and four schools in category 4. Schools with ratings in categories 2-4 must receive technical assistance and support from their districts in order to continue to receive funding.

## Participation Profile

Massachusetts did not hold any additional subgrant competitions during the reporting period. During the 2006-2007 school year it did reinstate Fitchburg, which had previously been discontinued. That district will resume full implementation in the 2007-2008 school year. Through the 2007-2008 school year, the state has generally been replacing discontinued or closed schools within currently-funded LEAs. However, there were no such replacements for the 2006-2007 school year.

## Districts and Schools

During the 2006-2007 academic year, 42 districts received funding totaling about \$11 million dollars through the Massachusetts Reading First program. Of them, 30 included schools in their fourth year of Reading First, 10 included schools in their third year of program implementation, and 5 included schools in their second year of program implementation. As noted earlier, Fitchburg's funding was reinstated during the 2006-2007 school year providing support for two schools which will begin full implementation in the 2007-2008 school year. In total, 89 schools (excluding Fitchburg) participated during this period. Table 1 provides a listing of Reading First districts, including state FY07 funding and the publisher of their selected core curricula. See Appendix C for student profiles for each participating school.

<b>Table 1: Massachusetts Reading First Districts – funding and curricula</b>				
<b>District</b>	<b>Funding Round</b>	<b>FY 07 Award</b>	<b>Schools</b>	<b>Core Curriculum</b>
Athol-Royalston	1.1	85,000	1	Open Court
Boston	1.3	2,130,580	12	Harcourt Trophies
Boston Renaissance Charter*	1.1	125,000	1	Harcourt Trophies
Brockton	1.2	338,481	2	Scott Foresman
Cambridge	1.2	102,118	1	Harcourt Trophies
Chelsea	1.1	266,200	3	Open Court
Chicopee	1.1	222,000	2	Houghton-Mifflin
Community Day Charter	1.4	85,000	1	Harcourt Trophies
Fall River	1.1	418,350	4	Harcourt Trophies
Fitchburg	1.1	370,000	2	Scott Foresman
Gill-Montague	1.1	85,000	2	Houghton Mifflin
Greenfield	1.4	94,450	1	Scott Foresman
Haverhill	1.1	265,859	4	Harcourt Trophies
Holyoke	1.3	350,824	3	Scott Foresman

\* Figures do not include FY07 allocation of targeted assistance award



<b>Table 1 (continued): Massachusetts Reading First Districts – funding and curricula</b>				
<b>District</b>	<b>Funding Round</b>	<b>FY 07 Award</b>	<b>Schools</b>	<b>Core Curriculum</b>
Lawrence	1.1	497,750	4	Success for All
Lawrence Family Development Charter	1.1	105,000	1	Harcourt Trophies
Leominster	1.3	125,000	3	Harcourt Trophies
Lowell	1.2	427,587	3	Scott Foresman
Lowell Community Charter	1.1	114,950	1	Success for All
Lynn	1.3	338,623	2	Harcourt Trophies
Malden	1.1	129,300	1	Macmillan/McGraw Hill
Methuen	1.1	134,950	1	Harcourt Trophies
Narragansett Regional	1.4	96,940	1	Harcourt Trophies
Neighborhood House Charter	1.1	85,000	1	Harcourt Trophies
New Bedford	1.3	386,183	2	Open Court
North Adams	1.1	170,000	2	Scott Foresman
Pittsfield	1.1	114,950	1	Harcourt Trophies
Plymouth*	1.1	230,000	2	Houghton Mifflin
Quincy	1.1	105,000	1	Harcourt Trophies
Revere	1.1	125,000	1	Scott Foresman
Robert M. Hughes Academy Charter	1.1	76,990	1	Harcourt Trophies
Salem	1.1	210,000	2	Harcourt Trophies
Seven Hills Charter	1.2	114,950	1	Success for All
Somerville	1.1	128,900	1	Harcourt Trophies
Southbridge	1.4	125,000	2	Harcourt Trophies
Springfield	1.1	958,864	5	Harcourt Trophies
Taunton	1.2	103,994	1	Harcourt Trophies
Ware	1.1	112,960	1	Houghton Mifflin
Webster	1.2	141,915	2	Open Court
West Springfield	1.4	105,000	2	Houghton Mifflin
Westfield*	1.1	275,000	3	Houghton Mifflin
Worcester	1.1	642,528	4	Houghton Mifflin

\* Figures do not include FY07 allocation of targeted assistance award

## Educators

As shown in Table 2, about 2,100 educators were actively involved in Massachusetts Reading First during the 2006-2007 school year<sup>10</sup> including nearly 1,200 K-3 classroom teachers and more than 500 other instructional staff.

<b>Table 2: Reading First School Personnel by Role</b>	
Building Administrators	146
RF Reading Specialists/Reading Coaches	106
K-3 Classroom Teachers	1,190
Other teachers (SPED, Title I, ELL, reading teachers/interventionists)	555
Other staff	99
<b>Total</b>	<b>2,096</b>

<sup>10</sup> These figures are based on the Spring 2007 school personnel roster through which each school provides basic demographic information on their Reading First staff. Fitchburg is not included.

Among these individuals the average number of years of teaching experience was about 15 years. About 71 percent of the building administrators, 86 percent of Reading First reading specialists and 80 percent of K-3 classroom teachers were licensed in elementary education. While about two-thirds of the reading specialists were licensed in reading, this was true of only six percent of the K-3 classroom teachers. Within each of the groups, majorities held Professional licensure. However, more than one-quarter of classroom teachers and one-third of special education teachers had yet to attain that status. Nearly all building administrators in Reading First schools held at least a master's degree as did about 88 percent of RF reading specialists, and 63 percent of classroom teachers. This does indicate that nearly one-third of the K-3 classroom teachers have attained only a bachelor's degree.

### Students

Through the four years of classroom implementation (fall 2003 through spring 2007) more than 80,000 Massachusetts K-3 students participated in Reading First<sup>11</sup>. Table 3 provides a snapshot of the characteristics of the K-3 students enrolled in Massachusetts Reading First schools on October 1, 2006<sup>12</sup>.

<b>Table 3: K-3 Students Enrolled in Massachusetts Reading First Schools (October 1, 2006)</b>	
Total enrolled	24,656
Special Education students	14%
English Language Learners	21%
Low Income students	72%
White students	35%
Hispanic/Latino students	39%
Black/African American students	15%

Of those students entering Reading First schools in the fall of 2006, approximately 58 percent were entering their second year in the program, approximately 31 percent were entering their third year in the program, and approximately 10 percent were entering their fourth year in the program<sup>13</sup>.

### Targeted Assistance Grant Funding

In addition to its regular annual funding, in September 2005 Massachusetts was awarded a Reading First Targeted Assistance Grant of \$3,040,800 – the only state to receive such a grant for federal fiscal year 2004. The award was made based on an increase in student reading achievement, as measured by results on the GRADE assessment, for the 30 districts that implemented Reading First during both the 2003-2004 and 2004-2005 academic years<sup>14</sup>. The state was required to demonstrate improvement for each of grades 1-3 and for the following targeted subgroups at third grade: special education, English language learners, low income, and predominant racial and ethnic groups.

<sup>11</sup> K-3 participation figures estimated from student assessment data submitted by participating schools each fall and spring.

<sup>12</sup> Demographics generated from the October 1, 2006 Student Information Management System file compiled by the Massachusetts Department of Elementary and Secondary Education.

<sup>13</sup> Figures calculated from the Reading First student assessment data file. One should consider that only third graders could possibly be entering their fourth year in the program (enrolled since kindergarten). Likewise only second and third graders could possibly be entering their third year in the program.

<sup>14</sup> Per federal guidelines, initial TAG award was made based on improvement from *fall* 2003 to spring 2004 and from spring 2004 to spring 2005.

Per federal guidelines, Massachusetts was required to distribute its entire Targeted Assistance Grant (TAG) award to its Reading First districts that demonstrated increases in the percentage of students in Reading First schools scoring “at or above grade level” on the GRADE assessment (all students in grades 1-3 and third grade subgroups) for those two academic years. As such, in January 2006 subgrants were awarded to Boston Renaissance Charter School (\$823,600), Plymouth Public Schools (\$1,053,600) and Westfield Public Schools (\$1,163,600). Funds were available for use until June 2007.

As noted earlier in the report, these districts pooled a portion of their funds to sponsor a statewide Reading First conference held in August 2006. The conference offered sessions covering a wide variety of topics and presented by a vast array of speakers. Dr. Timothy Shanahan provided the keynote address on the topic of research-based instruction. Over 2,000 individuals attended the conference and the reaction to the event was overwhelmingly positive.

In addition to the statewide conference, TAG districts used their funds to sponsor various trainings across the state, including Language Essentials for Teachers of Reading and Spelling (LETRS) trainings<sup>15</sup>, VoyagerU trainings<sup>16</sup>, and leadership trainings. Previously, ESE offered these trainings to a limited number of people, primarily reading specialists. The use of TAG money, however, allowed these events to be opened up to many more teachers and staff from Reading First schools.

Although the individual TAG-funded districts each decided on their own how to spend their awards, there were several similarities across all three. All three used TAG money to allow teachers and others to take advantage of numerous professional development opportunities, such as the statewide conference, LETRS trainings, and regional meetings. All three districts also spent TAG money on providing direct services to their students. In some cases, this involved hiring additional staff to work with students. In addition, all three instituted extended year programs to serve students in need of additional help. Two of the three also created extended day programs. All three districts took the opportunity to purchase new technology, most commonly additional computers and upgraded Lexia licenses. Finally, each allocated part of their TAG award for some type of outreach. Boston Renaissance focused their efforts on collaboration with other schools in the Boston area, while Plymouth and Westfield reached out primarily to the parents of their students.

According to district and school staff, TAG awards had a marked impact in all three districts’ teachers, students and the surrounding community. As reported by the districts, teachers were positively affected by the grant in numerous ways, including increased morale, improved skills, and better use of assessment data and interventions. Interestingly, interviewees in all three districts noted perceived increases in student assessment scores. However, assessment data from 2005 to 2007 show that actual outcomes were fairly mixed. Of the six RF schools in the TAG districts:

- Four schools showed improved fluency scores at all grade-levels, one showed mixed results depending on grade-level, and one showed a decline at all grade-levels.
- All six schools showed mixed results on the GRADE assessment, depending on grade-level.
- Two schools showed improvement on the third grade MCAS assessment (increases in proficiency and decreases in warning), one showed mixed results (increase in proficiency and increase in warning), and the remaining three showed overall declines on the test (decreases in proficiency and increases in warning).

The problem of sustainability was mentioned by nearly every interviewee across all three districts. While appreciative of the TAG funding and the opportunities it afforded, interviewees were concerned with how to continue operating at the same level once the funding runs out. Specifically, the issues of retaining new staff members and continuing to provide extended day and extended year programs were causing much concern. Each

<sup>15</sup> For a thorough examination of the feedback gathered at the various LETRS trainings, please see Technical Reports MRFP-044, 048, 051, 052, 053, 055, and 056.

<sup>16</sup> For a thorough examination of the feedback gathered at the VoyagerU training, please see Technical Report MRFP-058.

district had its own approach to the issue of sustainability, ranging from merely accepting the fact that some programs would stop and that more work would fall to the classroom teachers once the new personnel were no longer around, to applying for additional grants in an effort to continue providing an extended day program for students.

A report on the activities undertaken through that FY 2004 TAG grant can be found on the ESE website at: [http://www.doe.mass.edu/read/mrpf/0807\\_targetedassistance.pdf](http://www.doe.mass.edu/read/mrpf/0807_targetedassistance.pdf)

In late June 2007, Massachusetts was notified that it was one of three states eligible to receive a new TAG grant as a supplement to its FY 2006 funding. The award of approximately \$950,000 was received over the summer. More details about that award, its subgrants, and funded activities will be included in the Year 6 Evaluator's Report.

## Dissemination Activities

The Massachusetts Department of Elementary and Secondary Education has made significant efforts to extend the impact of the Reading First program beyond those districts and schools that are receiving grant funds. The goal is to reach wider circles of staff beginning with the state's highest need districts.

### John Silber Early Reading Initiative

In its most significant dissemination effort, ESE administers the state-funded John Silber Early Reading Program, which is modeled after Reading First. The Silber program provides funding to schools that have an identified need, but are not eligible for Reading First, primarily because they don't meet the poverty criteria. (Many of those schools are in districts which also have Reading First schools.) Silber schools receive professional development (including foundational training) and support to improve K-3 reading instruction. They are included as part of the Reading First regional network and statewide meetings. They are required to administer the DIBELS and GRADE assessments to their students. Thirty-six schools participated during the 2006-2007 school year. Table 4 provides a listing of Silber districts, including state FY07 funding and the publisher of their selected core curricula. See Appendix C for student profiles for each participating school.

District	Cohort	FY 07 Award	Schools	Core Curriculum
Adams-Cheshire	1	94,470	1	Scott Foresman
Boston*	2	224,108	2	Harcourt
Brockton*	2	98,514	1	Scott Foresman
Chelsea*	2	266,200	1	Open Court
Chicopee*	2	72,520	1	Houghton Mifflin
Dennis Yarmouth	3	104,740	1	Houghton Mifflin
Easthampton	2	52,250	1	Houghton Mifflin
Fall River*	2	186,830	2	Harcourt
Gardner	1	104,150	1	Harcourt
Gloucester	1	112,920	1	Rigby/Fundations
Greenfield*	3	58,960	1	Houghton Mifflin
Haverhill*	2	81,320	1	Harcourt
Holyoke*	2	80,480	1	Scott Foresman
Lawrence*	2	98,513	1	Success for All
Leominster*	2	72,520	1	Harcourt
Lowell*	2	168,920	2	Scott Foresman

\* District also receives Reading First funding

**Table 4 (continued): 2006-2007 John Silber Early Reading Initiative Districts – funding and curricula**

District	Cohort	FY 07 Award	Schools	Core Curriculum
Marlborough	2	72,520	1	Scott Foresman
Methuen*	2	94,410	1	Harcourt
New Bedford*	2	144,503	1	Open Court
North Adams*	2	52,520	1	Scott Foresman
Pittsfield*	2	72,520	1	Harcourt
Quincy*	2	71,020	1	Harcourt
Revere*	2	72,520	1	Scott Foresman
Salem*	2	210,000	1	Harcourt
Springfield*	2	248,863	2	Harcourt
Taunton*	2	83,970	1	Harcourt
Wareham	2	62,470	3	Houghton Mifflin
Westfield*	2	71,770	1	Houghton Mifflin
Worcester*	2	194,300	2	Houghton Mifflin

\* District also receives Reading First funding

During the 2006-2007 school year, approximately 9,000 Massachusetts K-3 students were enrolled in Silber schools. Table 5 provides a snapshot of the characteristics of the K-3 students enrolled in those schools on October 1, 2006<sup>17</sup>.

**Table 5: K-3 Students Enrolled in Silber Schools (October 1, 2006)**

Total enrolled	8,991
Special Education students	14%
English Language Learners	19%
Low Income students	61%
White students	52%
Hispanic/Latino students	30%
Black/African American students	9%

### Other State Dissemination and Outreach Efforts

In an effort to share lessons learned from Reading First with districts that are not participating in either Reading First or the Silber initiative, ESE has organized presentations at the annual meeting of the Massachusetts Reading Association and the annual Massachusetts Title I conference. It has also reached out to higher education through presentations and discussions with the Massachusetts Association of College and University Reading Educators (MACURE).

ESE also produced and distributed a brochure titled “What Can Parents Do? A Lot: How to Help your Kids Do Well in School.” It emphasized the role that parents could play in helping their children developing good reading and writing skills. To date nearly 125,000 copies of the brochure – which is available in English, Spanish and Portuguese – have been requested.

<sup>17</sup> Enrollment estimate and demographic profile generated from the October 1, 2006 Student Information Management System file compiled by the Massachusetts Department of Elementary and Secondary Education.

In addition, there are many organizations and consultants working independently with Massachusetts districts and schools to implement RF-aligned professional development and practices. They include, but may not be limited to, the Hanson Initiative for Language and Literacy (HILL), Ideal Consulting, the Bay State Readers Institute, and Sedita Learning Strategies.

Finally, in December 2006, ESE published a report and recommendations for a statewide PreK-12 literacy plan. Funded through a grant from the National Governors Association Center for Best Practices' Reading to Achieve Grant and building on its experiences with Reading First, the state convened an Adolescent Literacy Task Force and Early Literacy Subcommittee composed of political, educational and business leaders to develop these recommendations. Consistent with Reading First, the task force's goals were: 1) to prevent literacy achievement gaps from emerging; 2) to close existing literacy achievement gaps; and 3) to challenge all students to attain proficient and advanced literacy. The full report is available online at:

<http://www.doe.mass.edu/read/nga/tfreport.pdf>

The recommendations were presented to the state Board of Elementary and Secondary Education in May 2007 and the first set of those recommendations were approved during the summer of 2007. Beginning in the fall of 2007, ESE will be reviewing and updating its English Language Arts (ELA) standards for PreK-12 to ensure alignment with current scientifically based research and evidence-based practices. The focus of the review and updating includes early literacy skills consistent with Reading First in the five dimensions of reading, with special attention to fluency, oral language development, and comprehension skills as well as reading and writing informational text at all grade levels. ESE has committed to cyclical review of all standards beginning with ELA. Under discussion is creation of grade level standards rather than multi-grade standards, including K-2 standards that do not yet exist. ESE sees this as the foundation for improvements in the integration of language and literacy across the curriculum at all grade levels, the alignment of standards from the earliest years to graduation from high school, and as the basis for future improvements in the state's standards-based assessments and ongoing formative assessments. The standards updates are also viewed as central to improvements in curricula based on standards and informed by research, the implementation of instructional practices that will enable students to achieve those standards, and the training and preparation of teachers to deliver instruction that will help more students achieve proficiency.

The previously mentioned August 2006 statewide conference also served as an important form of dissemination. In addition to including staff and teachers from all Reading First schools, the event included staff from the Silber schools as well as non-public school staff and others on a space available basis.

### **Local Dissemination Efforts**

In addition to the state's efforts, local Reading First districts are encouraged to disseminate all of the evidence-based practices of Reading First to their schools that are not directly funded by Reading First or the Silber grants. It is the ESE's view that sustainability of Reading First hinges on the success of institutionalizing the critical features of evidence-based reading instruction into reading programs across the districts.

In response to a spring 2007 questionnaire, Reading First district coordinators estimated that approximately 2,500 individuals from those non-funded schools received RF-related professional development during the 2006-2007 school year. They were also asked to indicate which aspects of Reading First were implemented at their district's non-funded public schools during that period. As shown in Table 6, the vast majority of those schools had instituted a 90-minute literacy block and substantial proportions had also adopted the same professional development and core curriculum as the funded schools in their district.



**Table 6: RF Activities at Non-Funded Public Schools (N = 202)**

<i>Non-funded schools in Reading First districts implementing each of the following during the 06-07 school year:</i>		
	N	%
Literacy block of at least 90 minutes	186	92%
RF-related professional development	165	82%
RF core curriculum	163	81%
DIBELS assessment	155	77%
Three-tier model of instruction	142	70%
Full time reading coach at the building level	89	44%
GRADE assessment	56	28%

### Participation of Non-Public Schools

Dissemination also included participation by eligible non-public schools. Five Reading First districts reported including a total of about 80 staff members from local non-public schools in their RF-related professional activities (a decrease from 11 districts in the 2005-2006 school year). In addition a total of 40 Massachusetts non-public schools directly received Reading First funding during the 2006-2007 school year. They employed approximately 180 K-3 teachers and served about 3,800 K-3 students. Among the 33 non-public schools that replied to a spring 2007 questionnaire:

- More than three-quarters reported using one of the core reading programs that are commonly being used by Massachusetts' public Reading First schools. Specifically, 14 reported using Scott Foresman as their main K-3 reading curriculum, six reported using Harcourt, three reported using Open Court and three reported using Houghton Mifflin.
- About 75 percent reported using one or both of the main assessments required of Massachusetts' public Reading First schools. Specifically, 17 reported using DIBELS, five reported using GRADE and an additional three reported using both DIBELS and GRADE.
- 88 percent reported having a daily, uninterrupted block of time dedicated to literacy instruction. Specifically, six reported having a 60-minute block, eight reported having a 90-minute block, 12 reported having a 120-minute block, and one reported having a 150-minute block. Two reported having a literacy block of some other length.
- Nearly three-quarters reported having staff attend Reading First-related professional development, including nearly 100 staff from 21 schools who participated in RF-related training provided by a local school district.
- About 90 percent reported using the Reading First funding to purchase instructional materials (reading curricula, classroom or library materials, assessment materials and instructional technology). More than one-third reported using their Reading First monies to fund school personnel expenses (10 schools funded classroom teachers, four funded reading coaches, and two funded teacher aides). About 30 percent reported using their Reading First funding to support non-personnel expenditures related to professional development – predominantly related to the five components of reading. And more than one-quarter reported using the Reading First monies to support consultants.

## Timeline of Year 5 Accomplishments

The following is a brief summary of Massachusetts Reading First accomplishments during the reporting period.

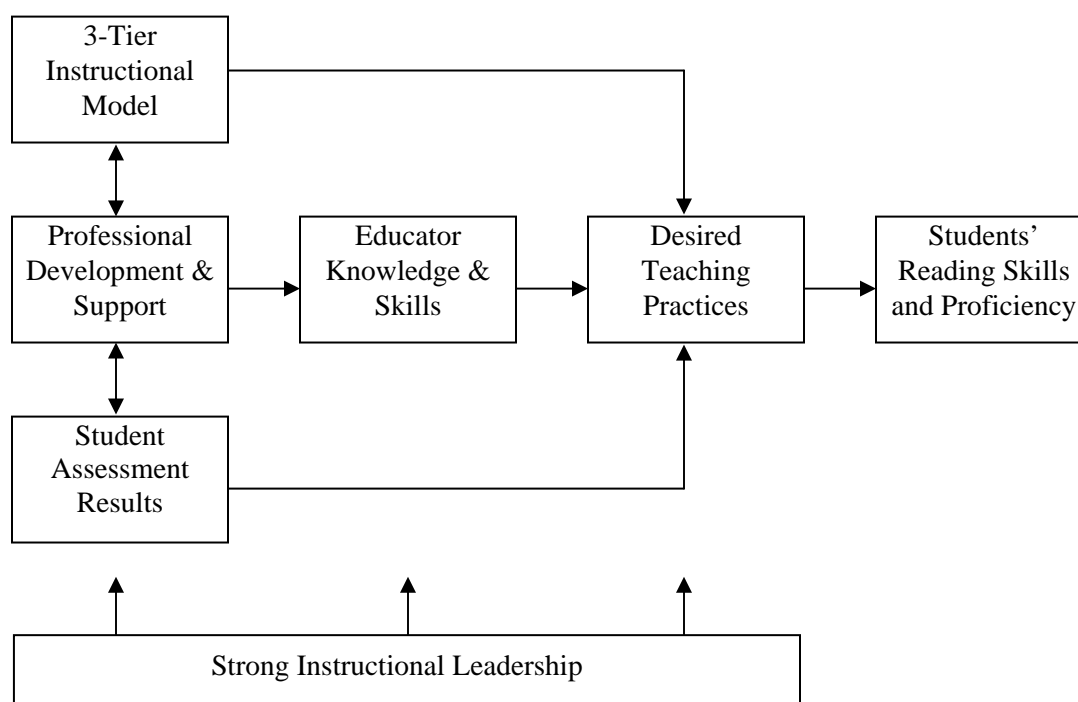
July/August 2006	Statewide Reading First conference including more than 2,000 educators LETRS training – modules 1 and 2 ESE and Donahue Institute staff participate in Council of Chief State School Officers' Reading First Data Working Group
September 2006	Regional professional development meetings LETRS training – module 3 Fall screening and diagnostic testing begins
October 2006	Advanced seminar on differentiated instruction featuring Dorothy Strickland Leadership training LETRS training – module 8 VoyagerU training – Phonemic Awareness and Phonics
November 2006	Regional professional development meetings LETRS training – module 7
December 2006	LETRS training – module 4 VoyagerU training – Fluency Massachusetts publishes report of Statewide Literacy Task Force
January 2007	LETRS training – module 5 Mid-year progress monitoring assessment
February 2007	Leadership training LETRS training – module 6
March 2007	Advanced seminar on reading comprehension of high quality children's informational text featuring Nell Duke. LETRS training – module 9 VoyagerU training – Vocabulary and Comprehension Spring student outcomes assessment begins
April 2007	Leadership training
May 2007	Regional professional development meetings ESE and Donahue Institute staff present at Massachusetts' Annual Title I conference
June 2007	Year-end professional development meeting with a keynote address on sustainability by Shari Butler

## Evaluation Overview

### Research Design

The evaluation plan for the Massachusetts Reading First Plan is organized according to a basic logic model, which describes the program and its anticipated outcomes. Presented in simplistic terms, the model associates several key inputs (implementation of 3-Tier instruction models, participation in professional development and support activities, and utilization of student assessment data) with intermediate outcomes (changes in teachers' knowledge and skills and changes in teaching practice). The model also relates those intermediate outcomes to changes in students' acquisition of reading skills and overall reading proficiency.

The Massachusetts Reading First logic model can be represented as follows:



The evaluation is designed to serve both formative and summative functions. As a formative activity, the evaluation provides ongoing feedback to support the Massachusetts Department of Elementary and Secondary Education's management of the initiative. This includes documenting the nature, extent, and effectiveness of district and state-level program activities. In its summative role, the evaluation is designed to measure progress toward, and overall attainment of, the programs' fundamental objectives with regard to changes in students' reading skills and proficiency.

### Areas Addressed in This Report

Consistent with federal expectations for the fifth Annual Performance Review, this Year 5 Evaluator's Report documents program activity from July 2006 through June 2007. Its primary focus is the analysis of student assessment data and examination of changes in student outcomes for those schools with four full years of classroom implementation (rounds 1.1 and 1.2) and three full years of classroom implementation (round 1.3).

Results for schools with two full years of classroom implementation (round 1.4) are included only in the school-level results section of the report. There are simply too few schools and students in this group to enable meaningful statistical analysis at the cohort-level.

For informational purposes, the report also includes performance data for cohort 2 Silber schools<sup>18</sup>. These schools are not demographically comparable to the Reading First schools and participate in substantial elements of the Reading First program. As such, the presentation of their data is not intended to serve as any kind of comparison group against which to judge the relative performance of the Reading First schools. Similarly, there is substantial demographic variation among schools in the three Reading First cohorts and thus, it would be inappropriate to compare performance of one cohort to another.

In particular, the report addresses the following primary questions:

1. In the aggregate, have student assessment results in participating schools improved over time?
2. Do participating schools show evidence of closing the performance gap for key demographic subgroups?
3. What is the relationship between MRFP assessments and the state's third grade reading test?
4. What are the key factors differentiating students who do and do not attain proficiency on the state's third grade reading test?
5. To what extent are participating schools successful in helping students who start the school year meeting grade-level benchmarks maintain that level of performance through the spring? To what extent are they successful in helping students who begin the year somewhat or substantially below grade-level improve their level of performance through the spring?
6. Which participating schools are the strongest performers? Which are showing the most improvement?
7. What are the key characteristics of selected schools with promising student outcome data?
8. How do staff members at participating schools perceive the impact of the program?

## Management of Student Assessment Data

The MRFP program evaluation utilizes results from three student assessments as the basis for measuring student improvement and providing comparisons among groups of students.

- **DIBELS ORF** – The DIBELS Oral Reading Fluency subtest is a measure of intermediate outcome – fluid and accurate decoding of text. It is a standardized, individually administered assessment developed at the University of Oregon. Students are given a written passage to read aloud and the examiner counts the number of words read correctly within one minute. Words per minute benchmarks are established for each grade-level at three testing points – fall, winter and spring. Based on performance, students are placed in three performance categories – *at risk*, *some risk* and *low risk*.
- **GRADE** – The GRADE is a norm-referenced, group-administered assessment developed and marketed by Pearson. It is a comprehensive test covering the five key components of reading and offers multiple level tests for use across many grade levels. Each level test contains subtests with items designed to measure specific developmentally appropriate pre-reading or reading skills. **Massachusetts is utilizing GRADE total test scores as its primary outcome measure for evaluating progress under Reading First.** ESE has established four categories of reading achievement based on students' scores on both subtests and the total test. Those standards place students scoring in the first through third stanine in the *weak* category, students in the fourth stanine in the *low average* category, students in the fifth and sixth stanine in the *average* category and students in the seventh through ninth stanine in the *strength* category. Students scoring in the *average* or *strength* category are considered to be performing "at or above grade-level."

<sup>18</sup> The report does not include results from the three cohort 1 Silber schools and the two cohort 3 Silber schools because the small numbers in those groups preclude meaningful statistical analysis.

- MCAS – The Massachusetts Comprehensive Assessment System reading test is designed to assess the reading skills of all third graders attending public schools in the state. The skills tested are based on the Massachusetts English Language Arts Curriculum Framework. The test itself consists of three sessions. For each session, students read selected passages and then answer multiple-choice and open-response questions. Through 2005, scores were based solely on the multiple-choice items and results were reported in terms of three performance levels – *proficient*, *needs improvement* and *warning*. In order to come into compliance with the requirements of No Child Left Behind, Massachusetts added a fourth performance category – *above proficient* – and began to score the open response items in order to expand the available points and warrant such a determination. In order to maintain comparisons with prior years' data this evaluation will group the two highest categories and report them as *proficient*.

Schools may utilize accommodations such as one-on-one administration, quiet setting, and reading directions aloud in the child's first language. Non-standard accommodations that may result in data that do not fairly represent the ability of students to read text independently are discouraged and may only be used if specified in the student's Individual Education Plan. Reading the test aloud to the student is considered a non-standard accommodation for all three assessments. Administering DIBELS as an untimed test is also non-standard. Very few schools report using non-standard accommodations for these assessments.

All of the assessments are administered by school personnel. Thus, the evaluators have no direct oversight of the process. ESE specifies a window of about four weeks during which the DIBELS and GRADE assessments are to be administered, but beyond this it is largely up to the district or school to determine how and when that testing will occur. DIBELS and GRADE assessments are also scored in the field. As a major statewide accountability assessment, MCAS administration dates and conditions are more clearly defined by the state. MCAS assessments are returned to the state for scoring by the testing contractor.

Each school submits its DIBELS and GRADE assessment data to the Donahue Institute twice a year using a common export routine facilitated by TestWiz software and uploading the resulting files to ESE's security portal. Each student record contains the individual's State Assigned Student Identification (SASID) number. Use of the SASID enables the evaluators to link individual student results over time.

In addition to the assessment data submitted by districts, the Donahue Institute receives three important data files from ESE. The first contains individual student demographic data from the Student Information Management System (SIMS). The other two files contain individual student results on the third grade MCAS reading test and the fourth grade MCAS ELA test. Individual records in each of those files contain each student's SASID, thereby enabling the evaluators to link MCAS and student demographic data to individual DIBELS and GRADE results.

The Donahue Institute has merged the numerous discrete datasets into a single master file with a single record for each participating student containing all of his/her available assessment results and demographic data. To ensure that the process of merging does not introduce error, the results generated from this master file are systematically compared to each school's data submissions and the MCAS files provided by the ESE. Final summaries of the data are sent to each district for review and approval before the master data file is considered to be final.

## Other Data Sources

In addition to student assessment data, the evaluation employs other data collection instruments to gather information on program implementation. The following are very brief descriptions of those instruments and how they are employed. Additional details and copies of the actual instruments are available on request.

### Intervention logs

Beginning with spring 2007, ESE has required Reading First schools to track the instructional interventions provided to all students in grades 1-3 with fall DIBELS scores in the *at risk* category and/or fall GRADE scores in the *weak* category. These data are captured through special codes in the same TestWiz database that houses the

DIBELS and GRADE assessment results. Using the codes, schools “describe” up to two separate interventions per semester for each student including:

- **the name of the program**
- **the dimension of reading targeted by the intervention:** phonemic awareness/phonics, vocabulary, fluency, comprehension, or multiple areas
- **the intensity of the instruction:** supplemental <15 minutes, supplemental 15-29 minutes, supplemental 30+ minutes, intensive, or alternative core. In order to be classified as intervention all instruction must be systematic and explicit.
  - *Alternative core instruction* is an option only for second and third grade students and must meet all of the following criteria: cover all five components of reading, delivered by a licensed teacher, comprise a full 90-minute literacy block, include at least 20-30 minutes of small group instruction.
  - *Intensive Intervention (Tier III)* must meet all of the following criteria: consist of a formal curriculum with its own specified scope and sequence of skills, delivered either one-on-one or to a small group of no more than five students, instruction offered every day for at least 30 minutes per day *in addition to* the 90-minute literacy block, delivered for a minimum of 10 weeks.
  - *Supplemental Intervention (Tier II)* must meet all of the following criteria: consist of a formal curriculum with its own specified scope and sequence of skills (not materials that support isolated skills such as pre-/re-teaching), targeted to specific students based on assessment results, ongoing instruction, not just one or two sessions.
- **the type of provider:** licensed specialist, licensed teacher, computer, or others
- **the number of sessions attended**

The intervention data are automatically submitted to the Donahue Institute as part of the schools' assessment data exports. After reviewing the available data reported for spring 2007 interventions, ESE expressed concerns that the data reported by the schools did not accurately represent what they perceived to be happening in the field. In particular there were concerns about potentially substantial underreporting of intervention as well as misclassification of the intensity of instruction. Rather than present potentially inaccurate and misleading analyses, those data have not been incorporated into this report. It is hoped that data collected during the 2007-2008 school year will appear to offer a more accurate representation of intervention activity that will enable useful analyses to be presented in the Year 6 evaluator's report.

### School personnel rosters

In the spring of 2007, each MRFP school submitted a personnel roster using a template developed by the Donahue Institute. The information requested were the names, positions, education levels, certifications and length of teaching experience for all staff members involved in Reading First. Analysis of these data over time will provide information on the level of staff retention and turnover in MRFP schools, which may have an impact on the level of program implementation and student reading outcomes.

### Annual personnel surveys

Role-specific personnel surveys were used to gather feedback from those most closely involved with the grant in the field including classroom teachers, reading specialists, building administrators and district staff. These instruments were designed to gather data on a variety of topics including participation in Reading First activities, the perceived impact of the grant, and plans for sustainability after funding ends. Select findings have been



included in this report, particularly in the section on program impact and sustainability. Full analysis of the surveys administered in spring 2007 was provided to ESE in technical report MRFP-063.

**Case narratives**

During both the 2005-2006 and 2006-2007 school year, staff from the Donahue Institute undertook qualitative case narrative studies to examine in more depth certain factors, and relationships between factors, that are associated with promising performances. Each year, narratives and cross-site findings were developed for three focal schools. In 2005-2006 the inquiry was focused generally on implementation models. In 2006-2007 there was an emphasis on understanding models of tiered curriculum delivery. Key findings are highlighted in the Case Narrative section of this report. Detailed reports for each of the two qualitative research projects are also available at: <http://www.doe.mass.edu/read/mrfp/donahue.html>

## Assessment Results – All Students

This section of the report primarily describes changes in assessment results for schools with at least two years of spring student outcomes data. Reading First schools that began classroom implementation during the 2003-2004 school year will be referenced collectively as RF Cohort 1. Reading First schools that began classroom implementation during the 2004-2005 school year will be referenced collectively as RF Cohort 2. Cohort 2 Silber schools began classroom implementation in the 2005-2006 school year and will be referenced collectively as JSER Cohort 2<sup>19</sup>.

### Findings

- ❖ As defined by the U.S. Department of Education, the main criteria for evaluating the impact of Reading First is whether the program has resulted in an increase in the percentage of students performing “at or above grade-level” and a decrease in the percentage of students with “serious reading difficulties.” To address these criteria, Massachusetts relies primarily on results from the DIBELS Oral Reading Fluency and GRADE assessments. Results from both of these assessments demonstrate that Massachusetts has met these improvement criteria for all grade-levels and participating cohorts.

DIBELS Oral Reading Fluency results show improvement for all grade-levels and cohorts, including increases in the percentage of students in the *low risk* category, decreases in the percentage of students in the *at risk* category, and increased mean scores. All of the changes for RF cohort 1 schools were statistically significant as were most of the changes for RF cohort 2 schools. Although JSER cohort 2 showed improvement, so far few of those changes are large enough to be considered statistically significant.

Results on the GRADE assessment for RF cohort 1, RF cohort 2 and JSER cohort 2 show increases in the percentages of students scoring in the *average/strength* category (stanine 5-9), decreases in the percentages of students scoring in the *weak* category (stanine 1-3), and increases in mean scores at all grade levels on the GRADE assessment over time. All of the improvements for RF cohort 1 and many for RF cohort 2 are statistically significant. Thus far, the changes for JSER cohort 2 are not statistically significant.

- ❖ Since baseline, third grade MCAS results for the state as whole, the two RF cohorts and JSER cohort 2, all show decreases in the level of proficiency and increases in the percentage of students scoring in the warning category. Annual changes in proficiency from 2006 to 2007 are more hopeful with stable results for RF cohort 2 and improvements statewide, for RF cohort 1 and JSER cohort 2. However, during the same period, the percentage of students performing at the warning level increased statewide and for each of the RF cohorts.

Yet, when judged by the percentage of students meeting or exceeding the Needs Improvement level (a standard much more consistent with “grade-level” performance on nationally-normed assessments), Massachusetts students perform quite well. In 2007, 91 percent of students statewide met or exceeded the Needs Improvement cut score as did 81 percent of students in RF and JSER schools. However, even using this lower performance standard, Massachusetts students are not demonstrating improvement on MCAS.

- ❖ Relative performance on the Reading First assessments and MCAS shows that Reading First students are improving, but so far not enough to yield marked improvement on the more challenging MCAS test. To understand this, it is important to acknowledge key differences in the nature of the MCAS and Reading First assessments. With regard to the nature of the test items, DIBELS ORF measures the specific discrete skill of oral reading fluency and GRADE measures a combination of decoding, vocabulary knowledge, and comprehension skills. In contrast, MCAS consists primarily of comprehension questions with some language

<sup>19</sup> The report does not include cohort-level results for the five RF cohort 3 schools, the three cohort 1 Silber schools or the two cohort 3 Silber schools because the small numbers of schools and students in those groups preclude meaningful statistical analysis.

items. Furthermore, GRADE includes only multiple choice items whereas MCAS also includes two open-response items. Another important difference is the difficulty of the passages. MCAS passages are much longer than GRADE passages. Additionally, GRADE passages are predominantly simpler text constructed specifically for the test and MCAS passages are of varying complexity and taken from literature which may present children with more unfamiliar content<sup>20</sup>. Thus, it seems reasonable that incremental improvement in reading and understanding simpler GRADE-type passages may not be sufficient yield improvement on the more challenging MCAS exam.

- ❖ While recognizing that proficiency reflects a rather high performance standard, comparing the performance of proficient and non-proficient students does point to some areas where continuing to focus on improving instruction may yield improved MCAS proficiency rates. These include: developing faster and more accurate decoding skills; practicing with longer and more difficult authentic text – including high-quality expository text; building receptive vocabulary; developing strategies to infer meaning from text; and helping students respond to literature, especially in writing.

## Demographic Profiles

Before examining the assessment data, it is important to recognize that changes in the demographic characteristics of students can influence the observed outcomes. Tables 16-18 show the demographic profiles of students tested in each cohort at each grade level. Differences over time within each grade level were tested for statistical significance with a chi-square test using a p-value of less than or equal to 0.05.

Among RF cohort 1 schools, all grade levels show a statistically significant increase in the proportion of their population that were low income and non-white. At the first grade level there is also a statistically significant increase in the proportion of students who had limited English proficiency. Among RF Cohort 2 schools, there were fewer statistically significant changes in demographics. Both first and second grade showed statistically significant increases in the proportion of their population that was non-white. At the third grade level, there was a statistically significant increase in the proportion of students who had limited English proficiency. Among JSER cohort 2 schools there were not statistically significant demographic changes from 2006 to 2007.

**Table 16: RF Cohort 1 – Demographic characteristics of students tested Spring 2004<sup>21</sup> through Spring 2007**

Grade	Year	Total # students	SPED	LEP	Low Income	Non-White
1	2004	3,828	11.3%	16.8%	65.0%	55.3%
	2007	3,824	12.4%	* 21.2%	* 68.5%	* 60.1%
2	2004	3,727	14.5%	18.1%	65.3%	52.2%
	2007	3,597	14.4%	17.2%	* 70.0%	* 60.9%
3	2004	3,881	17.1%	15.7%	65.1%	52.2%
	2007	3,666	17.6%	15.7%	* 70.5%	* 59.7%

\* Difference between 2004 and 2007 is statistically significant

<sup>20</sup> While a number of factors appear to indicate that MCAS is a more difficult test than GRADE, it is interesting to note that there no substantial differences in “readability” of the passages as measured by three common formulas – Spache, Flesh-Kincaid, and Powers.

<sup>21</sup> Previous reports’ figures inadvertently excluded students with DIBELS or GRADE raw scores of zero. That error has been corrected for this report. The change does not appear to have a substantive impact on the overall demographic profiles.

**Table 17: RF Cohort 2 – Demographic characteristics of students tested Spring 2005<sup>21</sup> through Spring 2007**

Grade	Year	Total # students	SPED	LEP	Low Income	Non-White
1	2005	1,888	14.6%	25.9%	84.7%	78.7%
	2007	1,812	13.9%	28.4%	84.3%	* 81.6%
2	2005	1,858	18.4%	27.8%	83.0%	75.6%
	2007	1,787	16.7%	28.0%	83.0%	* 80.5%
3	2005	2,008	20.5%	24.6%	81.8%	77.3%
	2007	1,969	21.8%	* 29.4%	81.3%	79.0%

\* Difference between 2005 and 2007 is statistically significant

**Table 18: JSER Cohort 2 – Demographic characteristics of students tested Spring 2006 through Spring 2007**

Grade	Year	Total # students	SPED	LEP	Low Income	Non-White
1	2006	1,993	13.3%	22.3%	64.6%	55.4%
	2007	2,071	13.5%	22.1%	66.1%	56.1%
2	2006	1,857	15.0%	19.0%	67.1%	55.3%
	2007	1,919	14.6%	20.5%	65.6%	54.6%
3	2006	1,997	18.5%	20.5%	67.1%	55.9%
	2007	1,915	16.7%	20.2%	69.2%	56.7%

\* None of the differences between 2006 and 2007 are statistically significant

Comparing 2007 demographics for the cohorts shows that overall RF cohort 2 presents a more challenged population. As a group, these schools have a higher proportion of limited English proficient, low income and non-white students. Though both RF Cohort 1 and JSER Cohort 2 are more similar in their demographic profiles, there are some important demographic differences between these two groups. Specifically, RF Cohort 1 has fewer LEP students, but more low income and non-white students than the JSER cohort 2 schools. Given these demographic variations, the data presented in this report should not be used to make cross-cohort comparisons of student outcomes.

## Methodology

Analyses of student assessment results presented in this section of the report are focused on comparisons of different groups of students. As shown, these groups tend to have different demographic profiles. There is a substantial research base demonstrating that the demographic characteristics of students and the schools they attend have an impact on learning outcomes. In recognition of this, the analysis uses a mixed model regression procedure that controls for point-in-time demographic differences in the schools and students being measured.

The mixed model regression procedure is a general linear model (GLM) that offers the flexibility to specify multi-level models, fixed and random effects models, as well as the ability to model the variances and co-variances within the data. One type of mixed model is a multi-level model where observations are “nested” within larger units. The classic example of a nested model is in education research where students are nested within schools. In this example, student performance can be simultaneously modeled as a function of both student level factors as

well as school level factors. Another main type of a multi-level “nested” model is when more than one time point is measured within an observational unit. Each repeated measure can be conceptualized as nested within the larger unit and both the repeated measure as well as the higher unit factors can be included.

The mixed model that was specified for this analysis was a multi-level repeated measures model where observations occurred within the school. Schools were the main unit of analysis, and both repeated measures (changes over time) as well as school based factors were included in the analysis. Within each school, demographic factors as well as the outcomes factors are repeatedly observed. The model then allows one to test the theory that the change in the outcome over time is more than just a function of the change in demography (i.e., the change in student performance within a school can be significant controlling for the change in demography). Throughout this report a p-value of less than or equal to 0.05 was used as the cut off for statistical significance.

## Oral Reading Fluency: DIBELS

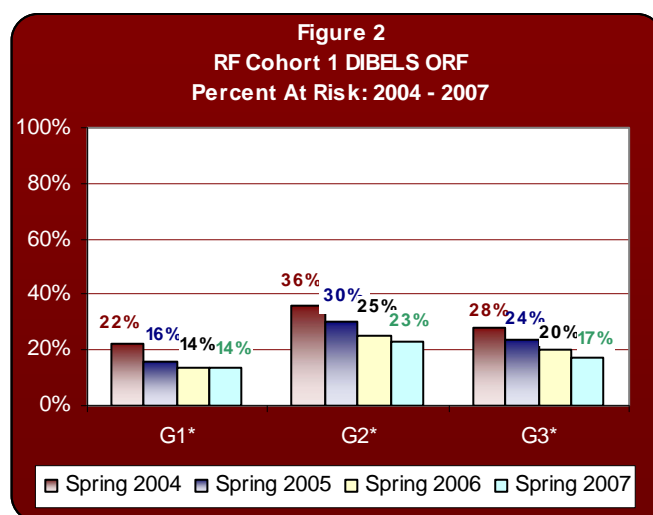
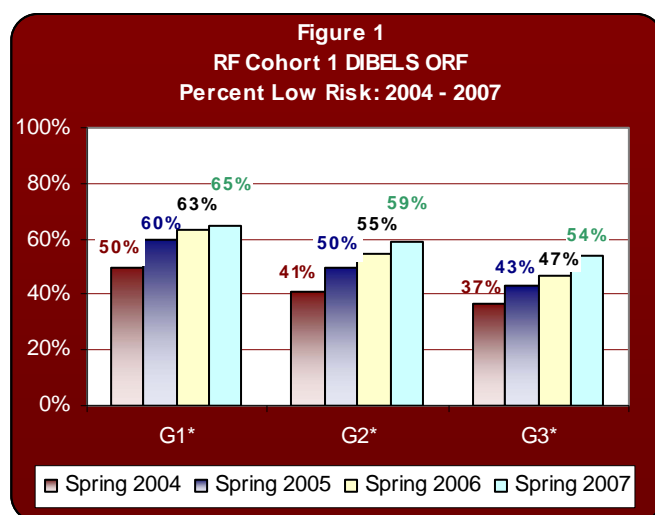
The DIBELS Oral Reading Fluency subtest is a discrete measure of fluid and accurate decoding of text. It is a standardized, individually administered assessment developed at the University of Oregon. Students are given a written passage to read aloud and the examiner counts the number of words read correctly within one minute. Words per minute benchmarks are established for each grade-level at three testing points – fall, winter and spring. Based on performance, students are placed in three performance categories – *at risk*, *some risk* and *low risk*.

Figures 1 through 6 show the percentages of students scoring in the *low risk* and *at risk* categories for each cohort over time. For all grade levels in each cohort there have been increases in the percentage of students in the *low risk* category and decreases in the percentage of students in the *at risk* category. As shown in Tables 19-24, mean scores also increased for all cohorts at all three grade levels.

### RF Cohort 1

Comparing the results for RF cohort 1 schools after one year of implementation (spring 2004) and after four years of implementation (spring 2007) shows that:

- Among first graders the proportion with *low risk* scores has increased by 15 percentage points, the proportion with *at risk* scores has decreased by eight percentage points (though there was no measurable change from 2006), and the mean score increased by more than 10 words correct per minute. All of the 2004 to 2007 changes for RF cohort 1 first graders are statistically significant.
- Among second graders the proportion with *low risk* scores has increased by 18 percentage points, the proportion with *at risk* scores has decreased by 13 percentage points, and the mean score increased by nearly 13 words correct per minute. All of the 2004 to 2007 changes for RF cohort 1 second graders are statistically significant.
- Among third graders the proportion with *low risk* scores has increased by 17 percentage points, the proportion with *at risk* scores has decreased by 11 percentage points, and the mean score increased by nearly 13 words correct per minute. All of the 2004 to 2007 changes for RF cohort 1 third graders are statistically significant. In addition, RF cohort 1 third graders showed statistically significant annual improvements from 2006 to 2007. During that period, the proportion with *low risk* scores increased by seven percentage points, the proportion with *at risk* scores decreased by three percentage points, and the mean score increased by about 4.5 words correct per minute.



See Table 19 for the number of students represented in figures 1 and 2.

\* Asterisk indicates that change from 2004 to 2007 is statistically significant

As shown in Table 19, it is notable that in spring 2004 only the first grade mean score was at or above benchmark and as of spring 2007 all three grade levels had mean scores at or above their respective benchmark.

**Table 19: RF Cohort 1 DIBELS ORF –2004 vs. 2007 mean scores (words per minute)**

Grade	Benchmark	Spring 2004			Spring 2007			Change in Mean Score
		N	Mean	Standard Deviation	N	Mean	Standard Deviation	
1	40	3756	46.43	31.977	3771	56.55	33.799	* 10.12
2	90	3679	81.08	36.124	3539	94.04	37.085	* 12.96
3	110	3676	97.00	35.047	3462	109.97	35.501	* 12.97

\* Asterisk indicates that change in mean score from 2004 to 2007 is statistically significant

Table 20 shows the change in mean score for RF cohort 1 students with scores in the bottom 20 percent. Changes for these students were statistically significant at all grade-levels. However, the results suggest that the program is particularly effective for RF cohort 1 second and third grades with the weakest reading skills as the magnitude of improvement for the lowest performers was similar to the improvement for all students at those grade levels.

**Table 20: RF Cohort 1 DIBELS ORF –2004 vs. 2007 mean scores (words per minute) for students with scores in the bottom 20 percent**

Grade	Benchmark	Spring 2004			Spring 2007			Change in Mean Score
		N	Mean	Standard Deviation	N	Mean	Standard Deviation	
1	40	757	10.95	5.513	803	15.77	7.197	* 4.82
2	90	756	29.81	13.779	717	40.39	17.743	* 10.58
3	110	758	46.57	18.627	701	58.91	21.130	* 12.34

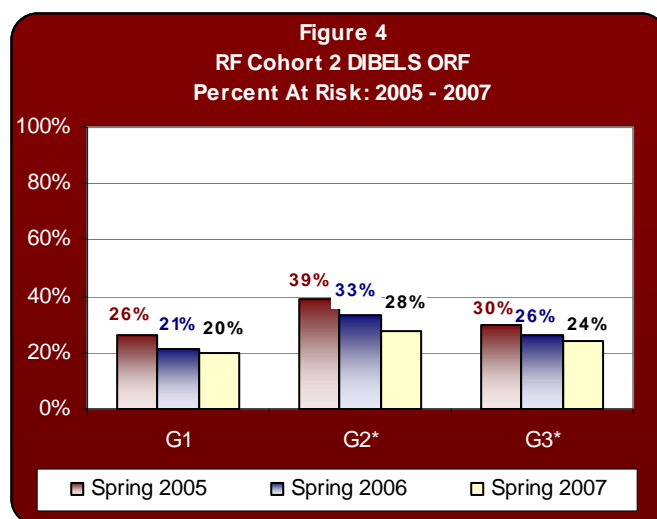
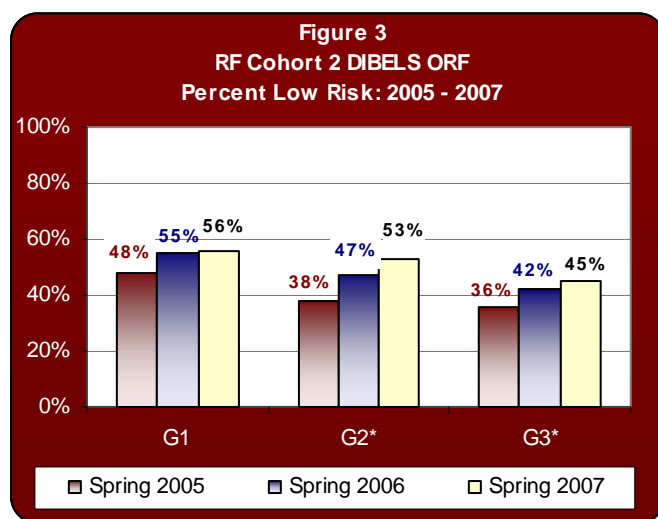
\* Asterisk indicates that change in mean score from 2004 to 2007 is statistically significant



**RF Cohort 2<sup>22</sup>**

Comparing results for cohort 2 schools after one year of implementation (spring 2005) and after three years of implementation (spring 2007) shows that:

- Among first graders the proportion with *low risk* scores has increased by eight percentage points, the proportion with *at risk* scores has decreased by six percentage points, and the mean score increased by about 6.5 words correct per minute. While the 2005 to 2007 change in mean scores for RF cohort 2 first graders is statistically significant, the changes in the proportion with *low risk* and *at risk* scores are not.
- Among second graders the proportion with *low risk* scores has increased by 15 percentage points, the proportion with *at risk* scores has decreased by 11 percentage points, and the mean score increased by nearly 11 words correct per minute. All of the 2005 to 2007 changes for RF cohort 2 second graders are statistically significant.
- Among third graders the proportion with *low risk* scores has increased by nine percentage points, the proportion with *at risk* scores has decreased by six percentage points, and the mean score increased more than six words correct per minute. All of the 2005 to 2007 changes for RF cohort 2 third graders are statistically significant.



See Table 21 for the number of students represented in figures 3 and 4.

\* Asterisk indicates that change from 2005 to 2007 is statistically significant

**Table 21: RF Cohort 2 DIBELS ORF –2005 vs. 2007 mean scores (words per minute)**

Grade	Benchmark	Spring 2005			Spring 2007			Change in Mean Score
		N	Mean	Standard Deviation	N	Mean	Standard Deviation	
1	40	1821	42.99	30.168	1792	49.50	33.102	* 6.51
2	90	1769	77.82	37.447	1758	88.43	37.068	* 10.61
3	110	1875	95.55	36.613	1876	101.62	36.816	* 6.07

\* Asterisk indicates that change in mean score from 2005 to 2007 is statistically significant

<sup>22</sup> RF Cohort 2 figures may differ slightly from those in previous reports. The figures in this report have been recalculated to exclude one school which closed at the end of the 2005-2006 school year. All data points presented in this report are generated only for those schools in operation during the 2006-2007 school year.

Mean scores for the weakest students also increased. Unlike the full cohort, only the second grade increase was statistically significant. Indeed it was similar in magnitude to the increase for all cohort 2 second graders.

**Table 22: RF Cohort 2 DIBELS ORF –2005 vs. 2007 mean scores (words per minute) for students with scores in the bottom 20 percent**

Grade	Benchmark	Spring 2005			Spring 2007			Change in Mean Score
		N	Mean	Standard Deviation	N	Mean	Standard Deviation	
1	40	391	9.18	4.968	362	10.21	5.855	1.03
2	90	355	24.20	12.202	368	34.87	17.018	* 10.67
3	110	386	42.72	19.861	383	46.80	20.632	4.08

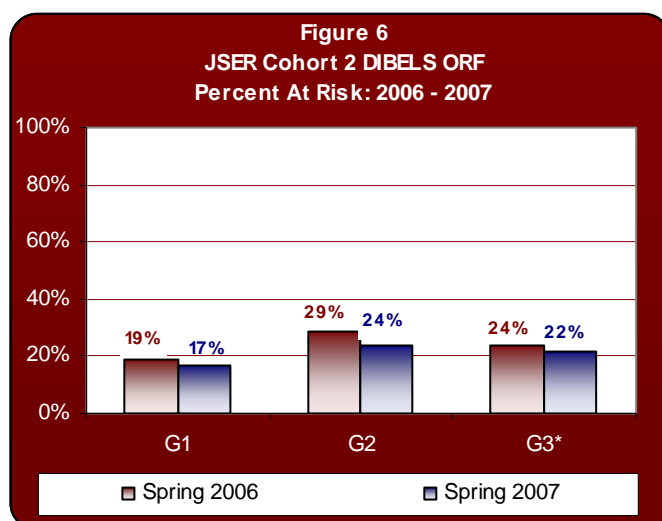
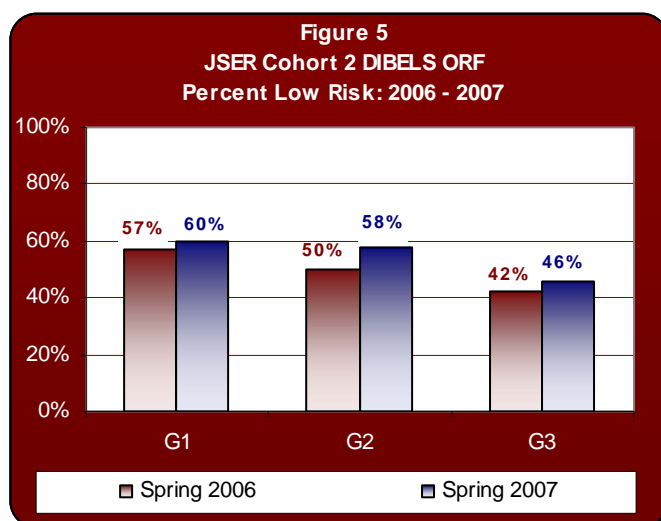
\* Asterisk indicates that change in mean score from 2005 to 2007 is statistically significant

### JSER Cohort 2

Comparing results for JSER cohort 2 schools after one year of implementation (spring 2006) and after two years of implementation (spring 2007) shows that:

- Among first graders the proportion with *low risk* scores has increased by three percentage points, the proportion with *at risk* scores has decreased by two percentage points, and the mean score increased by nearly three words correct per minute.
- Among second graders the proportion with *low risk* scores has increased by eight percentage points, the proportion with *at risk* scores has decreased by five percentage points, and the mean score increased by nearly five words correct per minute.
- Among third graders the proportion with *low risk* scores has increased by four percentage points, the proportion with *at risk* scores has decreased by two percentage points, and the mean score increased by nearly three words correct per minute.

Only the change in the proportion of *at risk* third graders is statistically significant. As noted in previous reports, incremental year-to-year changes often result in cumulative changes that qualify as statistically significant.



See Table 23 for the number of students represented in figures 5 and 6.

\* Asterisk indicates that change from 2006 to 2007 is statistically significant

**Table 23: JSER Cohort 2 DIBELS ORF –2006 vs. 2007 mean scores (words per minute)**

Grade	Benchmark	Spring 2006			Spring 2007			Change in Mean Score
		N	Mean	Standard Deviation	N	Mean	Standard Deviation	
1	40	1968	50.47	32.848	2038	53.11	33.711	2.64
2	90	1828	88.61	38.519	1875	93.58	37.663	4.97
3	110	1926	101.54	37.578	1846	104.42	37.421	2.88

\* None of the changes in mean score from 2006 to 2007 is statistically significant

Mean scores for the weakest JSER cohort 2 students also increased, though not to a level considered to be statistically significant. Similar to RF cohort 1, changes for the lowest performing second and third graders were similar in magnitude for the changes for all JSER cohort 2 students at those grade levels.

**Table 24: JSER Cohort 2 DIBELS ORF –2006 vs. 2007 mean scores (words per minute) for students with scores in the bottom 20 percent**

Grade	Benchmark	Spring 2006			Spring 2007			Change in Mean Score
		N	Mean	Standard Deviation	N	Mean	Standard Deviation	
1	40	394	11.57	6.006	413	13.05	6.119	1.48
2	90	376	34.22	16.992	380	39.58	18.114	5.36
3	110	393	47.56	22.021	372	50.18	22.121	2.62

\* None of the changes in mean score from 2006 to 2007 is statistically significant

## Overall Reading Ability: GRADE Total Test

The GRADE is a nationally norm-referenced, group-administered test covering the five key components of reading and offering multiple level tests for use across many grade levels. Each level test contains subtests with items designed to measure specific developmentally appropriate pre-reading or reading skills. Massachusetts is using the GRADE total test score as its primary outcome measure for evaluating progress under Reading First. ESE has established four categories of reading achievement based on students' scores on both subtests and the total test. Those standards place students scoring in the first through third stanine in the *weak* category, students in the fourth stanine in the *low average* category, students in the fifth and sixth stanine in the *average* category and students in the seventh through ninth stanine in the *strength* category. Students scoring in the *average* or *strength* category are considered to be performing "at or above grade-level."

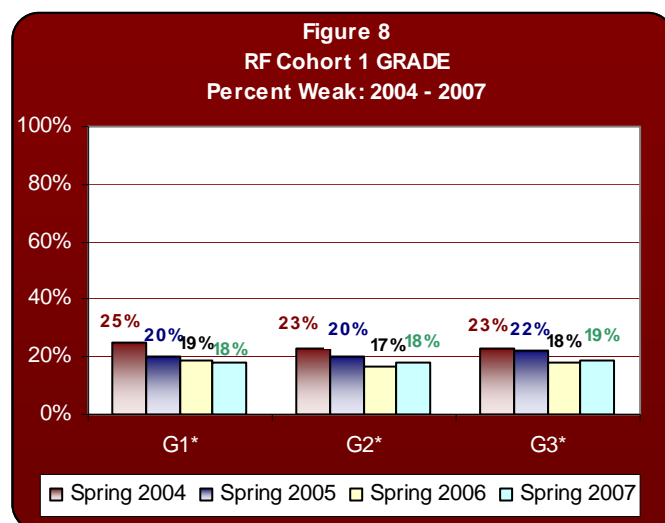
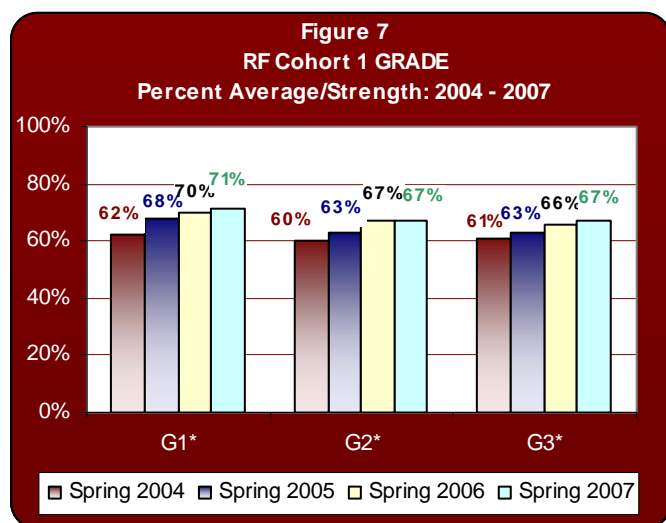
RF cohort 1, RF cohort 2 and JSER cohort 2 show increases in the percentages of students scoring in the *average/strength* category (stanine 5-9), decreases in the percentages of students scoring in the *weak* category (stanine 1-3), and increases in mean scores at all grade levels on the GRADE assessment overtime. All of the improvements for RF cohort 1 and many for RF cohort 2 are statistically significant. Thus far, the changes for JSER cohort 2 are not statistically significant.

### RF Cohort 1

For RF cohort 1 all of the changes from spring 2004 to spring 2007 are statistically significant after using the mixed model to control for differences in the demographic profiles of students tested. As of spring 2007, nearly

70 percent of RF cohort 1 students were performing at or above benchmark. Comparing the results for RF cohort 1 schools after one year of implementation (spring 2004) and after four years of implementation (spring 2007) shows that:

- Among first graders the proportion with *average/strength* scores increased by nine percentage points, the proportion with *weak* scores decreased by seven percentage points, and the mean percent correct increased by more than four percentage points.
- Among second graders the proportion with *average/strength* scores increased by seven percentage points (though there was no measurable change from 2006) and the proportion with *weak* scores decreased by five percentage points, a one percentage point increase over the prior year. The mean percent correct increased by nearly two and a half percentage points. However, this does mark a small, but not statistically significant, decrease in mean score since spring 2006.
- Among third graders the proportion with *average/strength* scores increased by six percentage points and the proportion with *weak* scores decreased by four percentage points, a one percentage point increase over the prior year. The mean percent correct increased by more than two percentage points.



See table 25 for the number of students represented in figures 7 and 8.

\* Asterisk indicates that change from 2004 to 2007 is statistically significant

**Table 25: RF Cohort 1 GRADE Total Test –2004 vs. 2007 mean raw scores and percent correct**

Grade	Maximum Points	Spring 2004			Spring 2007			Change in Mean Percent Correct
		N	Means Raw Score (Pct Correct)	Std Dev	N	Means Raw Score (Pct Correct)	Std Dev	
1	90	3729	64.59 (71.77%)	17.985	3804	68.22 (75.80%)	16.922	* 4.03
2	102	3636	82.28 (80.67%)	15.884	3571	84.77 (83.11%)	14.237	* 2.44
3	107	3648	81.82 (76.47%)	17.690	3484	84.27 (78.76%)	16.337	* 2.29

\* Asterisk indicates that change in mean score from 2004 to 2007 is statistically significant

We can add to the picture of overall reading ability by examining changes in mean GRADE score among the students with scores in the bottom 20%. As shown in Table 26, among cohort 1 schools from 2004 to 2007 there are statistically significant increases in mean scores for the lowest performers at all grade-levels. Increases for the poorest performing second and third graders are substantially greater than the increases for all students in those grade levels indicating accelerated growth for these students – a critical aspect of closing the performance gap.

**Table 26: RF Cohort 1 GRADE Total Test –2004 vs. 2007 mean raw scores and percent correct for students with scores in the bottom 20 percent**

Grade	Maximum Points	N	Spring 2004 Means Raw Score (Pct Correct)	Std Dev	N	Spring 2007 Means Raw Score (Pct Correct)	Std Dev	Change in Mean Percent Correct
1	90	769	37.12 (41.24%)	9.572	781	41.22 (45.80%)	10.330	* 4.56
2	102	746	56.60 (55.49%)	13.913	764	62.79 (61.56%)	14.099	* 6.07
3	107	761	53.85 (50.33%)	14.162	711	58.08 (54.28%)	13.547	* 3.95

\* Asterisk indicates that change in mean score from 2004 to 2007 is statistically significant

Readers who are more versed in statistics may also find it informative to examine changes in GRADE performance as reflected in mean standard scores. As with many other norm-referenced tests, raw scores on the GRADE assessment can be converted to standard scores where 100 is the average for the student's grade (based on the nation sample used to norm the test) and the standard deviation is 15. Using these scores we can report changes in performance as standard units. For those less familiar with standard units, the *Journal of School Improvement*, formerly published by the North Central Association Commission on Accreditation and School Improvement published the following useful guidelines for interpreting the magnitude of change based on standard units<sup>23</sup>:

0.10-0.19 SU gain	meaningful; worth mentioning
0.20-0.29 SU gain	quite good
0.30 or greater SU gain	substantial, impressive

As shown in Table 27, RF cohort 1 schools showed improvement of 0.23 standard deviations at first grade, 0.16 standard deviations at second grade and 0.15 standard deviations at third grade. Based on these we would judge the changes at second and third grade to be “meaningful” and the changes at first grade to be “quite good.”

**Table 27: RF Cohort 1 GRADE Total Test –2004 vs. 2007 mean standard scores<sup>^</sup>**

Grade	N	Spring 2004 Mean Standard Score	N	Spring 2007 Mean Standard Score	Change in Standard Units
1	3729	100.81	3804	104.32	* 0.23 SU
2	3636	99.08	3571	101.50	* 0.16 SU
3	3648	99.18	3484	101.37	* 0.15 SU

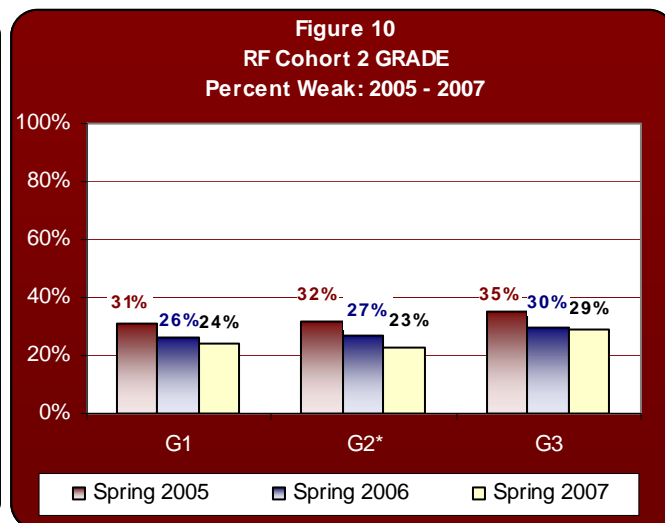
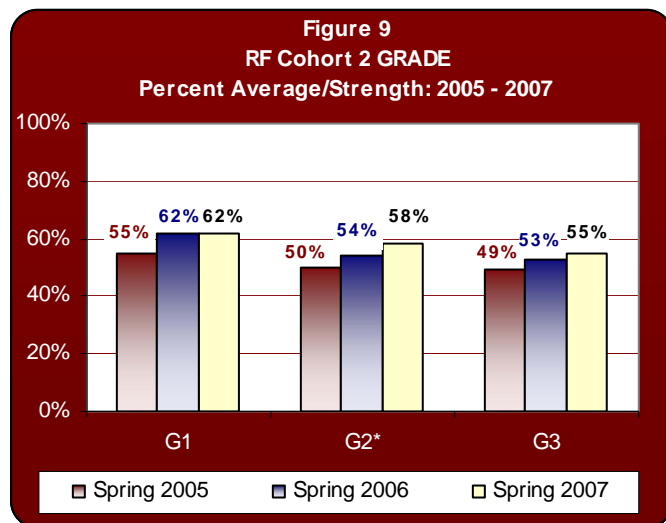
\* Asterisk indicates that change in mean score from 2004 to 2007 is statistically significant

<sup>^</sup> A standard score of 100 is average for the student's grade (based on the nation sample used to norm the test). The standard deviation of standard scores is 15.

<sup>23</sup> [www.ncacasi.org/jsi/2000v1i2/standard\\_score](http://www.ncacasi.org/jsi/2000v1i2/standard_score)

**RF Cohort 2<sup>24</sup>**

As of spring 2007, nearly 60 percent of RF cohort 2 students were performing at or above benchmark. However, as with 2006, more than one-quarter demonstrated serious reading difficulties.



See Table 28 for the number of students represented in figures 9 and 10.

\* Asterisk indicates that change from 2005 to 2007 is statistically significant

**Table 28: RF Cohort 2 GRADE Total Test –2005 vs. 2007 mean raw scores and percent correct**

Grade	Maximum Points	Spring 2005			Spring 2007			Change in Mean Percent Correct
		N	Means Raw Score (Pct Correct)	Std Dev	N	Means Raw Score (Pct Correct)	Std Dev	
1	90	1836	61.16 (67.96%)	19.316	1767	64.39 (71.54%)	18.228	* 3.58
2	102	1806	77.72 (76.20%)	18.919	1763	81.42 (79.82%)	16.354	* 3.62
3	107	1918	76.36 (71.36%)	19.419	1853	78.92 (73.76%)	18.324	* 2.40

\* Asterisk indicates that change in mean score from 2005 to 2007 is statistically significant

Comparing the results for RF cohort 2 schools after one year of implementation (spring 2005) and after three years of implementation (spring 2007) shows that:

- Among first graders the proportion with *average/strength* scores increased by seven percentage points (though there was no measurable change from 2006), the proportion with *weak* scores decreased by seven percentage points, and the mean percent correct increased by more than 3.5 points. Only the increase in mean score is statistically significant.
- Among second graders the proportion with *average/strength* scores increased by eight percentage points, the proportion with *weak* scores decreased by nine percentage points, and the mean percent correct increased by more than 3.5 points. All of the changes for second grade are statistically significant.

<sup>24</sup> RF Cohort 2 figures may differ slightly from those in previous reports. The figures in this report have been recalculated to exclude one school which closed at the end of the 2005-2006 school year. All data points presented in this report are generated only for those schools in operation during the 2006-2007 school year.



- Among third graders the proportion with *average/strength* scores increased by six percentage points, the proportion with *weak* scores decreased by six percentage points, and the mean percent correct increased by nearly 2.5 points. Only the increase in mean score is statistically significant.

With regard to the percentage of students performing in the *average/strength* and *weak* categories, it is notable that only the second grade changes from spring 2005 to spring 2007 are statistically significant. Yet, if these small improvement trajectories continue it is possible that RF Cohort 2 will demonstrate more statistically significant changes with the addition of spring 2008 data.

As shown in Table 29, changes in mean GRADE score among RF cohort 2 students with scores in the bottom 20 percent were also statistically significant the second and third grade levels. For these schools, increases for the poorest performing second and third graders are also greater than increases for all students in those grade levels (rather substantially so at second grade) – an indication of accelerated growth for these students.

**Table 29: RF Cohort 2 GRADE Total Test –2005 vs. 2007 mean raw scores and percent correct for students with scores in the bottom 20 percent**

Grade	Maximum Points	Spring 2005			Spring 2007			Change in Mean Percent Correct
		N	Means Raw Score (Pct Correct)	Std Dev	N	Means Raw Score (Pct Correct)	Std Dev	
1	90	387	32.61 (36.23%)	11.837	353	35.51 (39.46%)	10.507	3.23
2	102	375	46.98 (46.06%)	15.412	353	54.96 (53.88%)	15.824	* 7.82
3	107	388	45.05 (42.10%)	13.003	377	49.42 (46.19%)	13.206	* 4.09

\* Asterisk indicates that change in mean score from 2005 to 2007 is statistically significant

As shown in Table 30, RF cohort 2 schools showed improvement of 0.19 standard deviations at first grade, 0.21 standard deviations at second grade and 0.14 standard deviations at third grade. Using the interpretation guidelines presented on page 30 we would judge the changes at the first and third grade levels to “meaningful” and the change at second grade to be “quite good”.

**Table 30: RF Cohort 2 GRADE Total Test –2005 vs. 2007 mean standard scores^**

Grade	Spring 2005		Spring 2007		Change in Standard Units
	N	Mean Standard Score	N	Mean Standard Score	
1	1836	97.50	1767	100.34	* 0.19 SU
2	1806	94.83	1763	97.93	* 0.21 SU
3	1918	94.33	1853	96.46	* 0.14 SU

\* Asterisk indicates that change in mean score from 2005 to 2007 is statistically significant

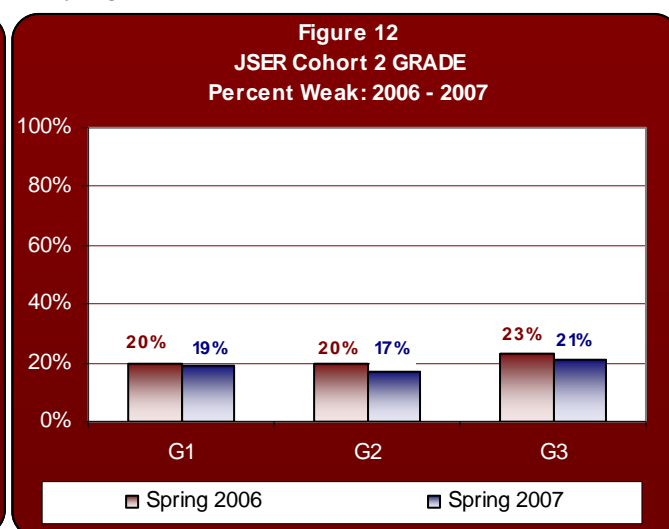
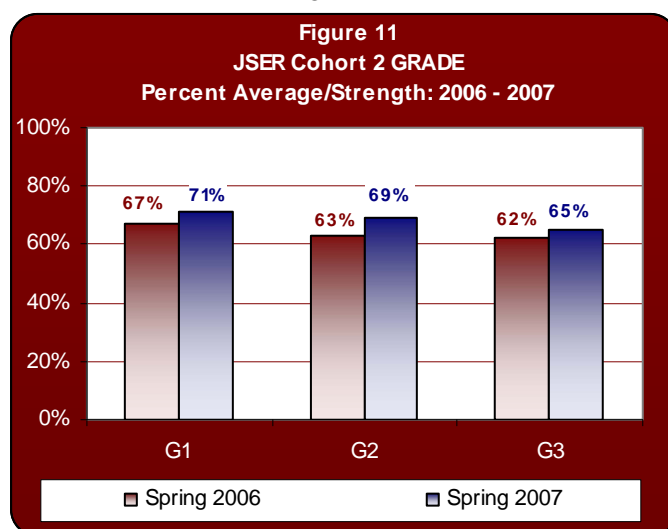
^ A standard score of 100 is average for the student's grade (based on the nation sample used to norm the test). The standard deviation of standard scores is 15.

**JSER Cohort 2**

As of spring 2007, nearly 70 percent of JSER cohort 2 students were performing at or above benchmark with less than 20 percent demonstrating serious reading difficulties.

- Among first graders the proportion with *average/strength* scores increased by four percentage points, the proportion with *weak* scores decreased by one percentage point, and the mean percent correct increased by about one point.
- Among second graders the proportion with *average/strength* scores increased by six percentage points, the proportion with *weak* scores decreased by three percentage points, and the mean percent correct increased by about 1.5 points.
- Among third graders the proportion with *average/strength* scores increased by three percentage points, the proportion with *weak* scores decreased by two percentage points, and the mean percent correct increased by more than half a point.

Thus far, none of the changes for JSER cohort 2 are statistically significant.



See Table 31 for the number of students represented in Figures 11 and 12

\* None of the changes from 2006 to 2007 are statistically significant

**Table 31: JSER Cohort 2 GRADE Total Test –2006 vs. 2007 mean raw scores and percent correct**

Grade	Maximum Points	Spring 2006			Spring 2007			Change in Mean Percent Correct
		N	Means Raw Score (Pct Correct)	Std Dev	N	Means Raw Score (Pct Correct)	Std Dev	
1	90	1968	66.83 (74.26%)	17.689	2050	67.79 (75.32%)	17.202	1.06
2	102	1840	83.46 (81.82%)	16.220	1912	84.95 (83.28%)	15.110	1.46
3	107	1939	82.01 (76.64%)	18.523	1854	82.62 (77.21%)	18.341	0.57

\* None of the changes from 2006 to 2007 are statistically significant

As shown in Table 32, none of the changes in mean GRADE score among JSER cohort 2 students with scores in the bottom 20 percent were statistically significant. For these schools, increases for the poorest performing second graders are greater than increases for all second grade students – an indication of accelerated growth for these students. Mean scores for first and third graders with scores in the bottom 20 percent are higher, but not substantially, than all first and third graders in JSER cohort 2 schools.

**Table 32: JSER Cohort 2 GRADE Total Test –2006 vs. 2007 mean raw scores and percent correct for students with scores in the bottom 20 percent**

Grade	Maximum Points	Spring 2006			Spring 2007			Change in Mean Percent Correct
		N	Means Raw Score (Pct Correct)	Std Dev	N	Means Raw Score (Pct Correct)	Std Dev	
1	90	405	39.13 (43.48%)	11.364	425	40.25 (44.72%)	10.407	1.24
2	102	385	58.31 (57.17%)	17.083	395	61.09 (59.89%)	15.926	2.72
3	107	403	52.29 (48.87%)	14.814	382	53.25 (49.77%)	16.477	0.90

\* None of the changes from 2006 to 2007 are statistically significant

As shown in Table 33, JSER cohort 2 schools showed an improvement of 0.06 standard deviations at first grade level, 0.10 standard deviations at second grade, and 0.03 standard deviations at third grade. Using the interpretation guidelines presented on page 30, we would judge only the second grade change to be “meaningful”.

**Table 33: JSER Cohort 2 GRADE Total Test –2006 vs. 2007 mean standard scores<sup>^</sup>**

Grade	Spring 2006		Spring 2007		Change in Standard Units
	N	Mean Standard Score	N	Mean Standard Score	
1	1968	103.00	2050	103.88	0.06 SU
2	1840	100.53	1912	102.09	0.10 SU
3	1939	99.64	1854	100.07	0.03 SU

\* None of the changes from 2006 to 2007 are statistically significant

<sup>^</sup> A standard score of 100 is average for the student's grade (based on the nation sample used to norm the test). The standard deviation of standard scores is 15.

## MCAS Third Grade Reading Test<sup>25</sup>

### Statewide Results

As shown in figure 13, statewide results on the third grade MCAS reading test remained essentially flat from 2003 through 2005. Compared with 2005, the 2006 results show a one percentage point increase in warning and a three percentage point increase in needs improvement corresponding to a four percentage point decrease in proficiency. In 2007 the warning level continued to increase by one percentage point and needs improvement went back down two percentage points corresponding to a one percentage point increase in proficiency from the prior year. To date, there are no definitive performance trends for the MCAS reading test.

Comparing results from 2003 (the spring prior to Reading First implementation) to 2007, shows a two percentage point increase in warning, a two percentage point increase in needs improvement and a four percentage point decrease in proficiency. Controlling for differences in school and student demographics between the two time points, all of these cumulative changes are statistically significant<sup>26</sup>.

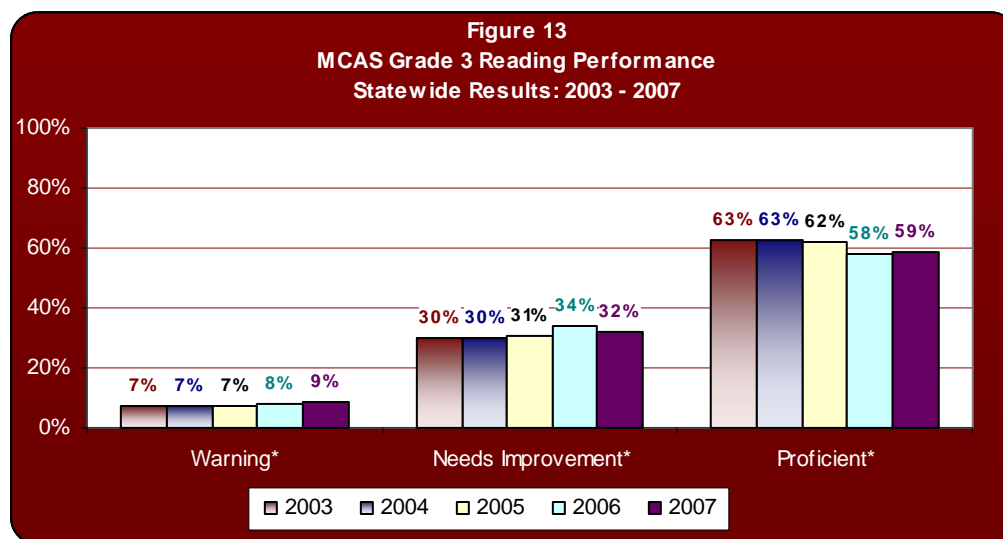


Figure 13 represents results for approximately 70,000 students per year

\* Asterisk indicates that change from 2003 to 2007 is statistically significant.

2006 and 2007 proficiency rates include students who were proficient and above proficient

In addition to the above performance levels, Massachusetts uses the Composite Performance Index (CPI) to measure MCAS performance at the state, district, and school levels for both the entire student population and demographic subgroups. As shown in Table 34, the CPI is a 100-point index that assigns points to each student based on their performance on either the standard MCAS test or the MCAS alternative assessment. The aggregate (state, district, school) CPI is the mean of the CPI points awarded to each individual within that group. CPI is calculated separately for the English Language Arts and Mathematics assessments. It can be calculated for a single or multiple grade-level tests. The CPI calculations in this report are for the third grade reading test. More information on the CPI is available in the Commonwealth of Massachusetts School Leaders' Guide to the 2007 Adequate Yearly Progress (AYP) Reports which is available online at:

<http://www.doe.mass.edu/sda/ayp/2007/schleadersguide.pdf>

<sup>25</sup> Per ESE scoring policy, as of 2006 absent students are no longer assigned *warning* performance levels. Prior years' results presented in this report have been recalculated by applying this rule. These adjusted data do not replace the official results released prior to 2006; they simply offer a way to compare the past years' data with data released in 2006 and 2007. Also as of 2006 the third grade reading test includes a category for *above proficient*. 2006 and 2007 proficiency figures in this report include students at both the *proficient* and *above proficient* levels.

<sup>26</sup> Given the large number of students tested statewide, even very small changes are likely to be statistically significant.

**Table 34: CPI Points Awarded by MCAS and MCAS-Alt Performance Level**

MCAS Performance Level	MCAS-Alt Performance Level	CPI Points
Proficient and Above Proficient	Progressing	100
Needs Improvement – High	Emerging	75
Needs Improvement – Low	Awareness	50
Warning – High	Portfolio Incomplete	25
Warning – Low	Portfolio Not Submitted	0

ESE also uses a school or district's aggregate CPI each year to establish its performance rating as follows. This report will also adopt those descriptors as a way of describing the MCAS performance levels at the state and cohort level.

90-100	Very High	60-69.9	Low
80-89.9	High	40-59.9	Very Low
70-79.9	Moderate	0-39.9	Critically Low

As shown in Table 35, despite some ups and downs, statewide CPI ratings have consistently been within the range considered to reflect high levels of performance on the assessment. Consistent with the performance level data presented on page 35, there is a marked drop in CPI between 2005 and 2006.

**Table 35: Grade 3 Reading MCAS Statewide CPI – 2003 to 2007**

Year	N	CPI	Annual Change	Performance Rating
2003	73,807	85.39	--	High
2004	73,290	85.62	0.23	High
2005	71,409	85.15	-0.47	High
2006	70,747	83.40	-1.75	High
2007	71,311	83.54	0.14	High

### RF Cohort 1

As shown in figure 14, RF cohort 1 results on the third grade MCAS reading test also remained essentially flat from 2003 through 2005. Compared with 2005, the 2006 results show a one percentage point increase in warning and a five percentage point increase in needs improvement corresponding to a six percentage point decrease in proficiency. In 2007 the warning level increased by two percentage points and needs improvement went back down four percentage points corresponding to a two percentage point increase in proficiency from the prior year. As with the statewide results, RF cohort 1 shows no definitive performance trends for the MCAS reading test.

Comparing results from 2003 (the spring prior to Reading First implementation) to 2007, shows a two percentage point increase in warning, a one percentage point increase in needs improvement and a three percentage point decrease in proficiency. Controlling for differences in school and student demographics between the two time points, the decrease in proficiency is statistically significant.

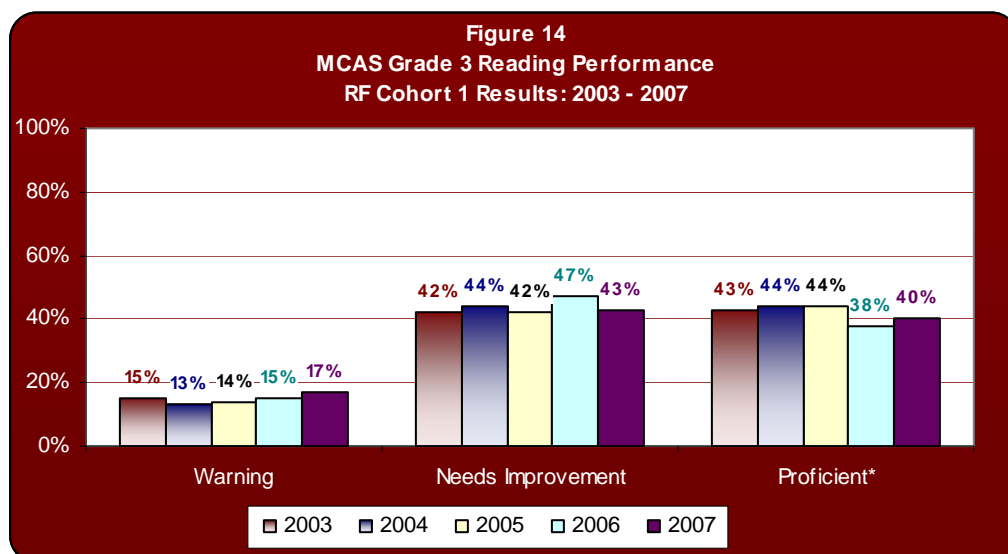


Figure 14 represents results for approximately 3,500 students per year

\* Asterisk indicates that change from 2003 to 2007 is statistically significant.

2006 and 2007 proficiency rates include students who were proficient and above proficient

As shown in Table 36, RF cohort 1 CPI ratings have consistently been within the range considered to reflect moderate levels of performance on the assessment. Consistent with both the statewide and RF cohort 1 performance level data presented above, there is a marked drop in CPI between 2005 and 2006.

**Table 36: Grade 3 Reading MCAS RF Cohort 1 CPI – 2003 to 2007**

Year	N	CPI	Annual Change	Performance Rating
2003	3,741	75.33	--	Moderate
2004	3,809	75.35	0.02	Moderate
2005	3,567	75.39	0.04	Moderate
2006	3,556	73.31	-2.08	Moderate
2007	3,589	73.50	0.19	Moderate

### RF Cohort 2

As shown in figure 15, RF cohort 2 results on the third grade MCAS reading test have generally declined since 2004 (the year prior to their Reading First implementation). Comparing results from 2004 to 2007, shows a six percentage point increase in warning, a one percentage point decrease in needs improvement and a five percentage point decrease in proficiency. Controlling for differences in school and student demographics between the two time points, none of those cumulative changes are statistically significant<sup>27</sup>.

As shown in Table 37, RF cohort 2 CPI ratings have consistently been within the range considered to reflect low levels of performance. There were marked drops between 2004 and 2005 as well as 2005 and 2006.

<sup>27</sup> It is important to recognize that statistical significance is a factor of both the magnitude of change and the number of observations in a given sample. Smaller samples, such as RF cohort 2 require larger changes to yield statistical significance than do larger samples, such as the statewide population.



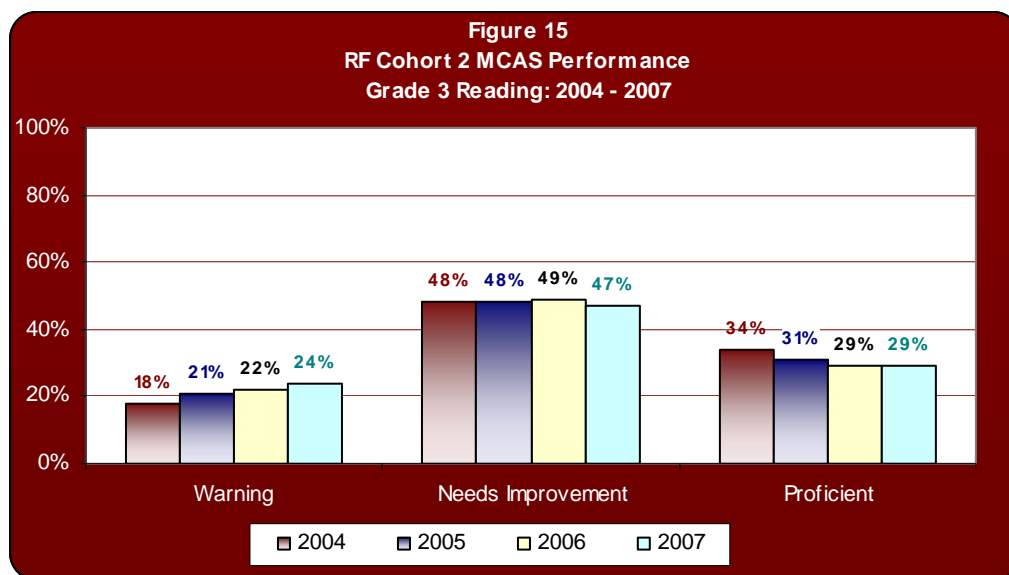


Figure 15 represents results for approximately 1,800 students per year

\* None of the changes from 2004 to 2007 are statistically significant.

2006 and 2007 proficiency rates include students who were proficient and above proficient

**Table 37: Grade 3 Reading MCAS RF Cohort 2 CPI – 2004 to 2007**

Year	N	CPI	Annual Change	Performance Rating
2004	2,059	69.18	--	Low
2005	1,902	67.48	-1.70	Low
2006	1,780	65.51	-1.97	Low
2007	1,885	65.76	0.25	Low

### JSER Cohort 2

As shown in figure 16, JSER cohort 2 results on the third grade MCAS reading test have been up and down since 2005 (the year prior to their JSER implementation) and there was essentially no change from 2005 to 2007.

Indeed, none of the reported changes from 2005 to 2007 are statistically significant.

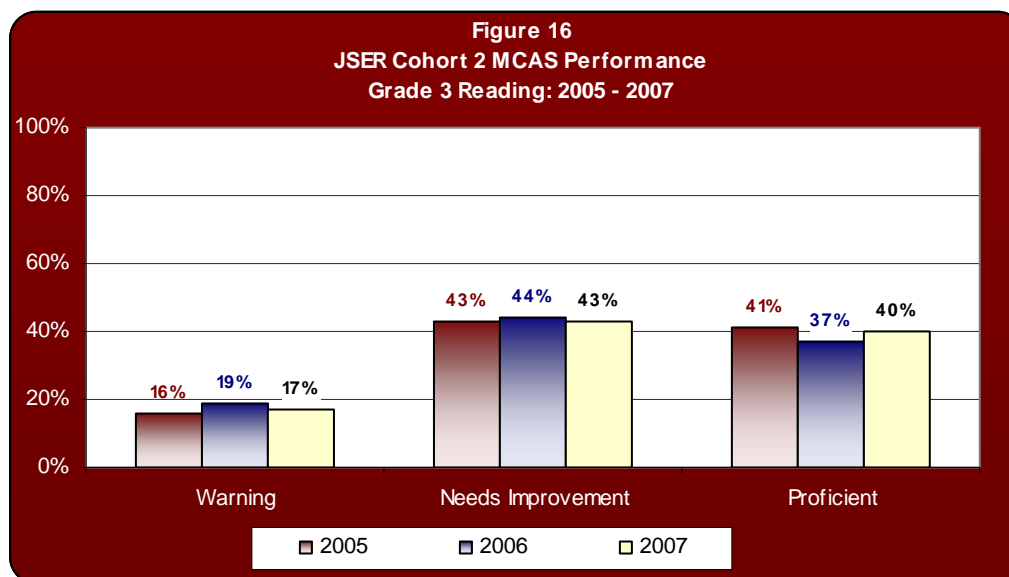


Figure 16 represents results for approximately 1,900 students per year

\* None of the changes from 2005 to 2007 are statistically significant.

2006 and 2007 proficiency rates include students who were proficient and above proficient

As shown in Table 38, JSER cohort 2 CPI ratings have consistently been within the range considered to reflect moderate levels of performance. There was a marked drop in CPI from 2005 to 2006 followed by a marked, but not as large, increase from 2006 to 2007.

**Table 38: Grade 3 Reading MCAS JSER Cohort 2 CPI – 2005 to 2007**

Year	N	CPI	Annual Change	Performance Rating
2005	1,872	74.09	--	Moderate
2006	1,940	70.93	-3.16	Moderate
2007	1,868	72.89	1.96	Moderate

## Relating Reading First and MCAS Results

As shown in earlier evaluation reports, there are statistically significant correlations between scores in the Reading First assessments and MCAS performance. This correlation between assessment results continues to hold true in that students with better Reading First assessment results are more likely to be proficient on the MCAS. Thus far it is difficult to pinpoint specific levels of DIBELS and GRADE performance that would consistently relate to MCAS proficiency.

Table 39 shows the 2007 MCAS performance of third grade students with *low risk* scores on the spring DIBELS Oral Reading Fluency subtest. For all cohorts, the vast majority of these students score at or above Needs Improvement on the MCAS. For both RF cohort 1 and JSER cohort 2, more than 60 percent of students with *low risk* DIBELS ORF scores had MCAS scores in the proficient or above proficient categories. For RF cohort 2 only about half of the students with *low risk* DIBELS ORF scores were proficient on MCAS.

**Table 39: 2007 MCAS Performance of Third Graders with Low Risk Scores on the Spring DIBELS ORF Subtest**

Cohort	Number Low Risk	MCAS Performance Level		
		Percent Warning	Percent Needs Improvement	Percent Proficient or Above
RF Cohort 1	1,854	3.2%	35.5%	61.2%
RF Cohort 2	830	4.9%	44.8%	50.2%
JSER Cohort 2	844	1.7%	34.5%	63.9%

Table 40 shows the MCAS performance levels of students with GRADE results at each stanine within the *average* and *strength* categories (stanine 5-9). Unlike the DIBELS ORF data, the results are quite consistent across cohorts, and thus are shown together in a single table. Virtually all of the students who met or exceeded the GRADE benchmark reached at least the Needs Improvement level on MCAS. In contrast, only 22 percent of those with GRADE scores in stanine 5 and about half of those in stanine 6 attained MCAS proficiency. The proficiency rate climbed to 83 percent among students with GRADE performance in stanine 7. Virtually all students with GRADE scores in stanines 8 and 9 were Proficient or Above Proficient on the MCAS.

Thus, Needs Improvement (rather than Proficient) does appear to represent a standard of achievement, which is more consistent with “grade-level” performance on nationally-normed assessments. When judged by this standard, Massachusetts students perform quite well with 91 percent of students statewide and 81 percent of students in RF and JSER schools meeting or exceeding the Needs Improvement cut score in 2007.

**Table 40: 2007 MCAS Performance of Third Graders by spring Level 3 GRADE performance (RF Cohort 1, RF Cohort 2, and JSER Cohort 2 combined)**

GRADE Stanine	Number in Stanine	MCAS Performance Level		
		Percent Warning	Percent Needs Improvement	Percent Proficient or Above
5	1,449	5.4%	72.6%	22.0%
6	1,310	0.8%	46.3%	52.9%
7	915	--	16.8%	83.2%
8	525	--	5.5%	94.5%
9	298	0.3%	0.7%	99.0%

As shown in previous reports, it appears that Massachusetts Reading First students' skills are improving enough to perform better on DIBELS ORF and GRADE, but not enough to yield MCAS improvement. To understand how this is possible, it is important to acknowledge key differences in the nature of the MCAS and Reading First assessments. With regard to the nature of the test items, DIBELS ORF measures the specific discrete skill of oral reading fluency and GRADE measures a combination of decoding, vocabulary knowledge, and comprehension skills. In contrast, MCAS consists primarily of comprehension questions with some (usually 5-6 per test) language items. Furthermore, GRADE includes only multiple choice items whereas MCAS also includes two open-response items. Another important difference is the difficulty of the passages. As shown in Table 41, MCAS passages are much longer than GRADE passages – indeed the longest MCAS passage (945 words) contains more words than the entire GRADE test (849 words). Additionally, GRADE passages are predominantly simpler text constructed specifically for the test and MCAS passages are of varying complexity and taken from literature<sup>28</sup>. Thus, it seems reasonable that incremental improvement in reading and understanding simpler GRADE-type passages may not be sufficient yield improvement on the more challenging MCAS exam.

**Table 41: Comparative Passage Length  
GRADE Level 3 Form B vs. 2007 MCAS Third Grade Reading Test**

	GRADE	MCAS
Total number of words	849	3,768
Average words per passage	121	538
Shortest passage – number of words	45	70
Longest passage – number of words	196	945

## Key Factors in MCAS Proficiency

Comparing data for students who met grade-level expectations on the spring 2007 third grade GRADE assessment, but were not proficient on the 2007 MCAS to those with similar GRADE results who did attain MCAS proficiency offers some clues to levers that may yield improved MCAS proficiency rates. We compared these students' performance on the DIBELS Oral Reading Fluency subtest, each of the GRADE subtests and each MCAS passage.

<sup>28</sup> While a number of factors appear to indicate that MCAS is a more difficult test than GRADE, it is interesting to note that there are no substantial differences in "readability" of the passages as measured by three common formulas – Spache, Flesh-Kincaid, and Powers.

## DIBELS ORF

As shown in Table 42, there are substantial differences in DIBELS Oral Reading Fluency performance for non-proficient and proficient students. Among students with GRADE scores in the *strength* category (stanine 7-9), 71 percent of those who were not proficient had *low risk* scores on the DIBELS ORF subtest compared to 88 percent of those who were proficient on the MCAS. Among students with GRADE scores in stanine 6, the figures are 60 percent for non-proficient students and 75 percent for proficient students. For stanine 5, the figures are 46 percent for non-proficient students and 59 percent for proficient students. All of the reported differences are statistically significant. These results are also consistent with analysis of 2006 results presented in the Year 4 evaluation report. Thus, it appears that students who are proficient on MCAS are faster and more accurate in their decoding skills, which may better enable them to tackle the longer and more difficult MCAS passages. The data clearly suggest that good oral reading fluency is a necessary, but not sufficient condition for achieving proficiency on the MCAS third grade reading test.

**Table 42: Key Factors in 2007 MCAS Proficiency – Spring 2007 Grade 3 DIBELS ORF (RF cohort 1, RF cohort 2 and JSER cohort 2 combined)**

	GRADE stanine 7-9		GRADE stanine 6		GRADE stanine 5	
	Not Prof (N=185)	Proficient^ (N=1547)	Not Prof (N=615)	Proficient^ (N=688)	Not Prof (N=1122)	Proficient^ (N=318)
<b>DIBELS ORF – percent low risk</b>	* 71%	88%	* 60%	75%	* 46%	59%

\* Difference between proficient and non-proficient students with similar GRADE performance is statistically significant (  $p \leq 0.05$  )

^ Proficient includes students who were proficient and above proficient

## GRADE Subtests

Substantial differences between proficient and non-proficient students appeared for two GRADE subtests – passage comprehension and listening comprehension. These differences are shown in Table 43. There were no substantial differences for the other subtests. As with the above results for DIBELS ORF, these results are also consistent with the 2006 analysis presented in the Year 4 evaluation report.

**Table 43: Key Factors in 2007 MCAS Proficiency – Spring 2007 Level 3 GRADE Passage and Listening Comprehension Subtests (RF cohort 1, RF cohort 2 and JSER cohort 2 combined)**

	GRADE stanine 7-9		GRADE stanine 6		GRADE stanine 5	
	Not Prof (N=186)	Proficient^ (N=1552)	Not Prof (N=617)	Proficient^ (N=693)	Not Prof (N=1130)	Proficient^ (N=319)
<b>Passage Comp pct avg/strength</b>	100%	100%	* 96%	99%	* 65%	74%
<b>Listening Comp pct avg/strength</b>	* 66%	79%	* 59%	65%	* 49%	60%

\* Difference between proficient and non-proficient students with similar GRADE performance is statistically significant (  $p \leq 0.05$  )

^ Proficient includes students who were proficient and above proficient

Among students with GRADE total test results in stanine 5, 65 percent of those who were not proficient on MCAS had passage comprehension scores of stanine 5 or higher compared to 74 percent of those who were proficient on MCAS. Although the difference among students with total test scores in stanine 6 was statistically significant, the difference is not substantial. Thus, when targeting stanine 5 students in need of additional support to meet MCAS proficiency, it would likely be helpful to identify those students whose passage comprehension subtest score falls below stanine 5 for additional work on comprehension skills including the types of passages that are found on the MCAS test.

Results for listening comprehension at each of the selected performance levels show substantial differences between proficient and non-proficient students. Thus, students who meet grade-level expectations on the GRADE total test, but not the listening comprehension subtest should likely be identified as at risk for failing to attain MCAS proficiency and targeted for additional work building oral language.

Another challenge specific to the listening comprehension subtest is the three questions that require familiarity with idioms. Missing three questions on this subtest is sufficient to move students below the stanine 5 benchmark. Out of nearly 8,954 students tested on the Level 3 form B GRADE assessment in spring 2007, 4,203 (47%) had subtest scores lower than the stanine 5 benchmark. Of those students about two-thirds gave incorrect responses for two or more of the three idiom items – many selecting the most literal answer choice. Although not directly linked to MCAS performance, these data suggest that teachers should assess whether their students, especially English language learners, need to develop a familiarity with common idioms.

### MCAS Passages<sup>29</sup>

In order to identify trouble spots related to the MCAS exam itself, we created individual scores for each passage and looked for instances where difference in passage scores for proficient and non-proficient students with similar GRADE total test results were disproportionate to the difference in their overall scores on the MCAS exam. We defined disproportionate differences as those that were four or more points greater than the differences in the total test mean percent correct. For passages with both multiple choice and open response items we created separate scores to address each item type. We found three passages that presented specific challenges for one or more groups of students.

The third MCAS passage was entitled *Don't Throw Your Bones on the Floor*. It had 786 words with eight multiple choice items and one open response item. As shown in Table 44, for this passage there was a disproportionate difference in the average multiple choice scores of stanine 5 students. At this level, not proficient students got 59 percent of the available multiple-choice points and proficient students got 84 percent of the available multiple choice points – a difference of 25 percentage points compared to a 21 percentage point difference in raw score on the full MCAS test. At this level, there was no disproportionate performance difference on the open response item. It is important to note that this does not mean that these students did particularly well on the open response, just that it was not a strong differentiator between proficient and non-proficient performance for students with GRADE scores at stanine 5. In contrast, at both stanine 6 and stanine 7-9 there were disproportionate differences in results on the open response item, but not on the multiple choice items.

**Table 44: Key Factors in 2007 MCAS Proficiency – MCAS Passage *Don't Throw Your Bones on the Floor* (RF cohort 1, RF cohort 2 and JSER cohort 2 combined)**

	GRADE stanine 7-9		GRADE stanine 6		GRADE stanine 5	
	Not Prof (N=186)	Prof^ (N=1552)	Not Prof (N=617)	Prof^ (N=693)	Not Prof (N=1130)	Prof^ (N=319)
<b>MCAS Total Test</b> mean % correct	70%	88%	67%	83%	61%	82%
<b>Bones MC</b> max 8 pts (mean % correct)	72%	91%	68%	85%	* 59%	84%
<b>Bones OR</b> max 4 pts (mean % correct)	* 51%	74%	* 49%	69%	47%	67%

MC = Multiple Choice OR = Open Response

\* Asterisk indicates that difference between proficient and non-proficient students with similar GRADE performance is disproportionate to the difference in their overall MCAS results (4 or more points greater than total test mean percent correct)

^ Proficient includes students who were proficient and above proficient

<sup>29</sup> The 2007 Grade 3 Reading MCAS Passages and Questions can be found on the ESE website at <http://www.doe.mass.edu/mcas/2007/release/g3ela.pdf>

The sixth MCAS passage was entitled *A Knight's Training*. It had 374 words with four multiple choice items. As shown in Table 45, for this passage there were disproportionate differences in the scores for proficient and not-proficient students at each of the selected levels of GRADE performance. In this case no individual test question stands out as particularly problematic. Thus, the trouble was likely in the content of the passage itself, which involved the training of young men from noble families during the middle ages to become knights. The difference in performance could result from a number of factors including differences in the level of interest in the specific topic, related background knowledge from previous reading, and difficulty with some of the terminology used in the passage, such as jousting, nobility and chivalry.

**Table 45: Key Factors in 2007 MCAS Proficiency – MCAS Passage *A Knight's Training* (RF cohort 1, RF cohort 2 and JSER cohort 2 combined)**

	GRADE stanine 7-9		GRADE stanine 6		GRADE stanine 5	
	Not Prof (N=186)	Prof^ (N=1552)	Not Prof (N=617)	Prof^ (N=693)	Not Prof (N=1130)	Prof^ (N=319)
<b>MCAS Total Test</b> mean % correct	70%	88%	67%	83%	61%	82%
<b>Knight's Training</b> max 4 pts (mean % correct)	* 59%	89%	* 58%	81%	* 49%	80%

\* Asterisk indicates that difference between proficient and non-proficient students with similar GRADE performance is disproportionate to the difference in their overall MCAS results (4 or more points greater than total test mean percent correct)

^ Proficient includes students who were proficient and above proficient

Finally, the seventh passage was entitled *John Henry*, which used a considerable amount of figurative language to describe a character with superhuman strength. It had 595 words with five multiple choice items. As a tall tale with a key characteristic of exaggeration, this was one of the more difficult passages on the 2007 test. Yet, it is interesting to note that *John Henry* is a text that is specifically recommended to be taught as part of the first grade history and social science framework (item 1.7) and thus, it would seem reasonable to expect that many students would have exposure to this character – if not the specific text appearing on the test. However, as shown in Table 46, for this passage there were disproportionate differences in performance between proficient and not-proficient students in both stanine 6 and stanine 7-9.

**Table 46: Key Factors in 2007 MCAS Proficiency – MCAS Passage *John Henry* (RF cohort 1, RF cohort 2 and JSER cohort 2 combined)**

	GRADE stanine 7-9		GRADE stanine 6		GRADE stanine 5	
	Not Prof (N=186)	Prof^ (N=1552)	Not Prof (N=617)	Prof^ (N=693)	Not Prof (N=1130)	Prof^ (N=319)
<b>MCAS Total Test</b> mean % correct	70%	88%	67%	83%	61%	82%
<b>John Henry</b> max 5 pts (mean % correct)	* 72%	94%	* 72%	89%	63%	87%

\* Asterisk indicates that difference between proficient and non-proficient students with similar GRADE performance is disproportionate to the difference in their overall MCAS results (4 or more points greater than total test mean percent correct)

^ Proficient includes students who were proficient and above proficient

Looking at the individual test items associated with this passage shows that, across the board, not-proficient students had disproportionate difficulty with item 38 which required a prior knowledge of genre and the role of the narrator in traditional literature. Not proficient students in stanine 5 and stanine 7-9 had disproportionate difficulty with item 39, which required students to identify the first clue that *John Henry* was an unusual person. One challenge may have been that students were asked to identify the “first” clue, but that clue did not appear



until several paragraphs into the text. Another difficulty may have been that, in order to correctly identify that clue, students had to make an inference that by growing so quickly, John Henry was unusual. Finally, not proficient students in stanine 6 and stanine 7-9 had disproportionate difficulty with item 41, which dealt with figurative language including the concept of simile.

### The Open Response Challenge

As shown in Table 47, on the two passages with both multiple choice and open response items, these students perform much better on the multiple choice items – regardless of overall performance on GRADE and MCAS proficiency. This is consistent with findings from the 2006 data presented in the Year 4 evaluation report. Thus, Reading First and Silber schools need to continue to examine the extent to which their students are being asked to respond in this manner. In the younger grades those responses may be verbal, however by third grade students need to have the skills to offer their responses in writing – even if with imperfect spelling, grammar and other writing conventions.

**Table 47: 2007 MCAS Multiple Choice vs. Open Response (RF cohort 1, RF cohort 2 and JSER cohort 2 combined)**

	GRADE stanine 7-9		GRADE stanine 6		GRADE stanine 5	
	Not Prof (N=186)	Prof^ (N=1552)	Not Prof (N=617)	Prof^ (N=693)	Not Prof (N=1130)	Prof^ (N=319)
<b>Bones MC</b> max 8 pts (mean % correct)	72%	91%	68%	85%	59%	84%
<b>Bones OR</b> max 4 pts (mean % correct)	51%	74%	49%	69%	47%	67%
<b>Moe McTooth MC</b> max 7 pts (mean % correct)	77%	92%	72%	87%	67%	86%
<b>Moe McTooth OR</b> max 4 pts (mean % correct)	47%	60%	45%	58%	45%	59%

MC = Multiple Choice      OR = Open Response

^ Proficient includes students who were proficient and above proficient

## Assessment Results – Demographic Subgroups

Federal Reading First regulations require that all states report outcomes data for the following demographic subgroups: special education students, students with limited English proficiency, low-income students, and students belonging to racial and ethnic minority groups. One goal of Reading First is to prevent reading achievement gaps between more and less advantaged students – or to close existing gaps by the end of third grade. This section of the report examines subgroup performance on the GRADE assessment for students in RF cohort 1, RF Cohort 2 and JSER Cohort 2. Students for whom we are unable to obtain demographic data are excluded from the analysis. Cohort subgroups with fewer than 400 students per grade-level<sup>30</sup> have been excluded because they do not enable meaningful statistical analysis. As required by law, all data were submitted as part of the federal annual performance report.

### Findings

- ❖ All demographic subgroups have shown improvement in overall reading skills as measured by GRADE.
- ❖ Of particular note are those subgroups with levels of improvement which meaningfully exceed the general population (an indication that the performance gap for these students is narrowing). Those subgroups are: RF cohort 1 first and second grade special education students, RF cohort 1 first grade limited English proficient students, and RF cohort 2 third grade limited English proficient students.
- ❖ There are also a few subgroups with levels of improvement that are meaningfully smaller than the general population (an indication that the performance gap for these students is widening). Those subgroups are all from RF Cohort 1. They are: first and second grade African American students and third grade limited English proficient students.

### Methodology

As with the previous section of this report, analyses in this section of the report are focused on comparisons of different groups of students. As such they also utilize the mixed model regression procedure that controls for demographic differences in the schools and students being measured, as described on page 22. A p-value of less than or equal to 0.05 was used as the cut off for statistical significance.

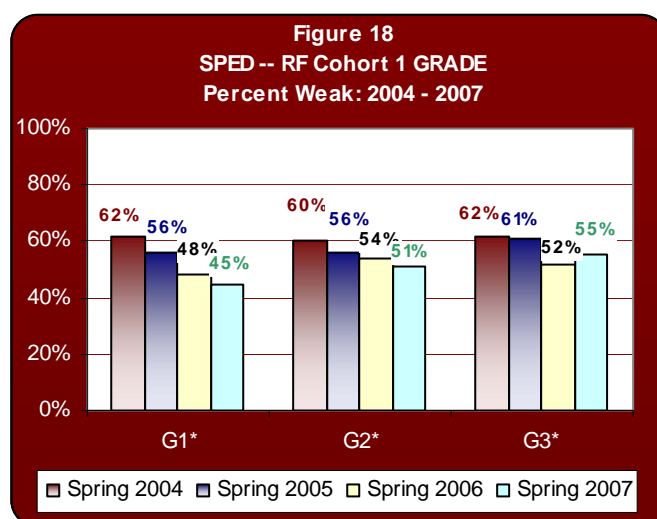
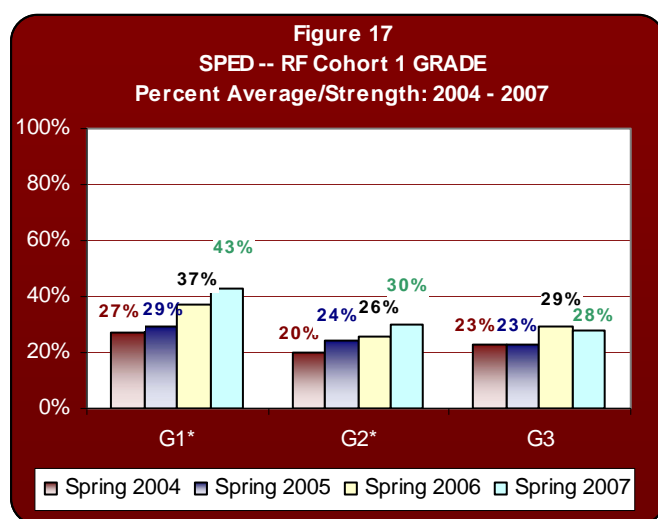
### Special Education Students

Figures 17 and 18 show the percentages of RF cohort 1 special education students scoring in the *average/strength* (stanine 5-9) and *weak* (stanine 1-3) categories on the GRADE assessment over time. Special education results for RF cohort 2 and JSER cohort 2 are excluded because of their small numbers of special education students.

Among RF cohort 1 schools, special education students show statistically significant improvement (increase in *average/strength* and decrease in *weak*) from spring 2004 to spring 2007 at all grade-levels. Yet, as of spring 2007, only about one-third of RF cohort 1 special education students were performing at or above benchmark and about half of those tested demonstrated serious reading difficulties. Comparing the results for RF cohort 1 special education students after one year of implementation (spring 2004) and after four years of implementation (spring 2007) shows that:

<sup>30</sup> Excluded cohort subgroups are: RF cohort 2 special education, JSER cohort 2 special education, JSER cohort 2 limited English proficient, RF cohort 2 African American/black and JSER cohort 2 African American/black

- Among first grade special education students the proportion with *average/strength* scores has increased by 16 percentage points, the proportion with *weak* scores has decreased by 17 percentage points, and the mean percent correct increased by nearly eight percentage points. All of the changes for RF cohort 1 first grade special education students are statistically significant.
- Among second grade special education students the proportion with *average/strength* scores has increased by 10 percentage points, the proportion with *weak* scores has decreased by nine percentage points, and the mean percent correct increased by nearly five points. All of the changes for RF cohort 1 second grade special education students are statistically significant.
- Among third grade special education students the proportion with *average/strength* scores has increased by five percentage points (a decline of one percentage point from the prior year), the proportion with *weak* scores has decreased by seven percentage points (an increase of three percentage points from the prior year), and the mean percent correct increased by more than four points. The change in the percentage of *weak* students and the change in the mean percent correct are statistically significant. The change in the percentage of *average/strength* students is not.



See Table 48 for the number of students represented in Figures 17 and 18

\* Asterisk indicates that change from 2004 to 2007 is statistically significant

**Table 48: RF Cohort 1 GRADE Total Test –2004 vs. 2007 mean raw scores and percent correct for special education students**

Grade	Maximum Points	Spring 2004			Spring 2007			Change in Mean Percent Correct
		N	Means Raw Score (Pct Correct)	Std Dev	N	Means Raw Score (Pct Correct)	Std Dev	
1	90	405	48.69 (54.10%)	18.197	466	55.70 (61.89%)	20.297	* 7.79
2	102	521	66.44 (65.14%)	19.219	511	71.32 (69.92%)	19.041	* 4.78
3	107	569	62.80 (58.69%)	21.161	541	67.38 (62.97%)	19.706	* 4.28

\* Asterisk indicates that change in mean score from 2004 to 2007 is statistically significant

As shown in Table 49, special education students in RF cohort 1 schools showed improvement of 0.44 standard deviations at first grade, 0.27 standard deviations at second grade and 0.21 standard deviations at third grade. Using the interpretation guidelines presented on page 30 we would judge the first grade improvements to be “substantial”, and the second grade and third grade improvements to be “quite good”. For first grade special education students the change in mean standard score is 0.21 standard units larger than the change in mean standard score for all RF cohort 1 first graders – indicating a “quite good” narrowing of the performance gap for this group. For second grade special education students the change in mean standard score is 0.11 standard units larger than the change in mean standard score for all RF cohort 1 second graders – indicating a “meaningful” narrowing of the performance gap for this group.

**Table 49: RF Cohort 1 GRADE Total Test –2004 vs. 2007 mean standard scores^ for special education students**

Grade	Spring 2004		Spring 2007		Change in Standard Units
	N	Mean Standard Score	N	Mean Standard Score	
1	405	85.90	466	92.46	<sup>++ *</sup> 0.44 SU
2	521	85.01	511	89.05	<sup>+</sup> * 0.27 SU
3	569	83.95	541	87.11	<sup>*</sup> 0.21 SU

\* Asterisk indicates that change in mean score from 2004 to 2007 is statistically significant

^ A standard score of 100 is average for the student's grade (based on the nation sample used to norm the test). The standard deviation of standard scores is 15.

+ Change in mean standard score is between 0.10 and 0.19 standard units larger than the change for all RF cohort 1 students at this grade-level – indicating a “meaningful” narrowing of the performance gap for this group.

++ Change in mean standard score is between 0.20 and 0.29 standard units larger than the change for all RF cohort 1 students at this grade-level – indicating a “quite good” narrowing of the performance gap for this group.

## Limited English Proficient Students

Figures 19-22 show the percentages of limited English proficient (LEP) students scoring in the *average/strength* (stanine 5-9) and *weak* (stanine 1-3) categories on the GRADE assessment for RF cohort 1 and RF cohort 2 over time. Limited English proficient results for JSER cohort 2 are excluded because of its small numbers of limited English proficient students.

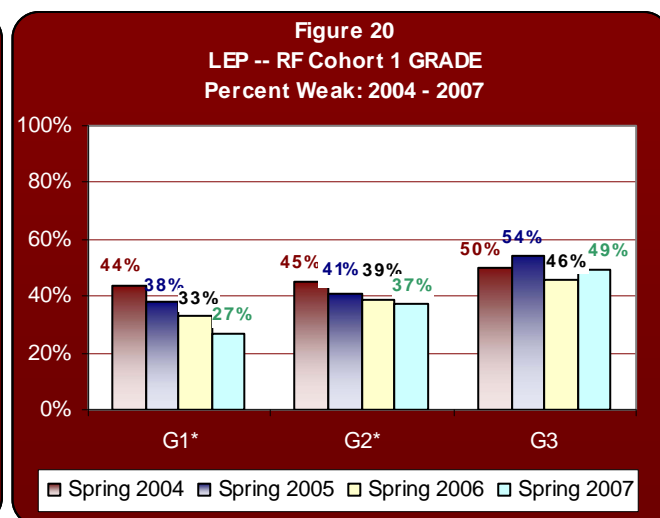
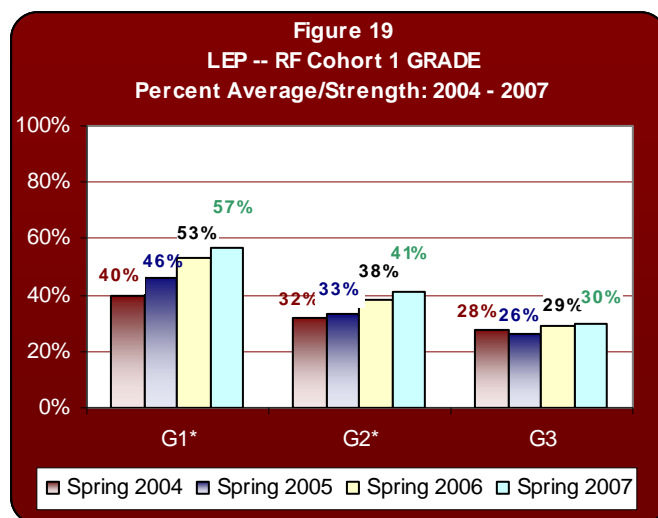
For all grade levels in both cohorts there have been cumulative improvements in the percentage of LEP students in the *average/strength* and *weak* categories. As shown in Tables 50 and 52, mean scores also increased for LEP students in both cohorts at all three grade levels. Compared to other grade levels, results for LEP first graders are substantially better with more than half performing at or above benchmark on the spring 2007 GRADE assessment. Results for LEP third graders are by far the weakest with fewer than one-third meeting benchmark and nearly half showing serious reading difficulties on the spring 2007 GRADE assessment.

### RF Cohort 1

Comparing the results for RF cohort 1 LEP students after one year of implementation (spring 2004) and after four years of implementation (spring 2007) shows that:

- Among first grade LEP students the proportion with *average/strength* scores has increased by 17 percentage points, the proportion with *weak* scores has decreased by 17 percentage points, and the mean percent correct increased by about nine points. All of the changes for RF cohort 1 first grade LEP students are statistically significant.

- Among second grade LEP students the proportion with *average/strength* scores has increased by nine percentage points. The proportion with *weak* scores has decreased by eight percentage points. The mean percent correct increased by more than three points. All of the changes for RF cohort 1 second grade LEP students are statistically significant.
- Among third grade LEP students the proportion with *average/strength* scores has increased by two percentage points, the proportion with *weak* scores has decreased by one percentage point (a three point increase from the prior year), and the mean percent correct increased by less than one point. None of the changes for RF cohort 1 third grade LEP students are statistically significant.



See Table 50 for the number of students represented in Figures 19 and 20

\* Asterisk indicates that change from 2004 to 2007 is statistically significant

**Table 50: RF Cohort 1 GRADE Total Test –2004 vs. 2007 mean raw scores and percent correct for limited English proficient students**

Grade	Maximum Points	Spring 2004			Spring 2007			Change in Mean Percent Correct
		N	Means Raw Score (Pct Correct)	Std Dev	N	Means Raw Score (Pct Correct)	Std Dev	
1	90	630	54.05 (58.89%)	18.238	802	61.13 (67.92%)	17.217	* 9.03
2	102	654	72.11 (70.70%)	18.533	609	75.40 (73.92%)	17.582	* 3.22
3	107	581	68.89 (64.38%)	18.971	549	69.24 (64.71%)	18.850	0.33

\* Asterisk indicates that change in mean score from 2004 to 2007 is statistically significant

As shown in Table 51, LEP students in RF cohort 1 schools showed improvement of 0.43 standard deviations at first grade, 0.17 standard deviations at second grade and 0.01 standard deviations at third grade. Using the interpretation guidelines presented on page 30 we would judge the first grade improvements to be “substantial”, the second grade improvements to be “meaningful”, and the third grade difference as little measurable change. For first grade limited English proficient students the change in mean standard score is 0.20 standard units larger than the change in mean standard score for all RF cohort 1 first graders – indicating a “quite good” narrowing of the performance gap for this group. For third grade limited English proficient students the change in mean

standard score is 0.14 standard units smaller than the change in mean standard score for all RF cohort 1 second graders – indicating a “meaningful” widening of the performance gap for these students.

**Table 51: RF Cohort 1 GRADE Total Test –2004 vs. 2007 mean standard scores^ for limited English proficient students**

Grade	Spring 2004		Spring 2007		Change in Standard Units
	N	Mean Standard Score	N	Mean Standard Score	
1	630	90.45	802	96.87	* 0.43 SU
2	654	89.10	609	91.59	++ * 0.17 SU
3	581	87.92	549	88.11	# 0.01 SU

\* Asterisk indicates that change in mean score from 2004 to 2007 is statistically significant

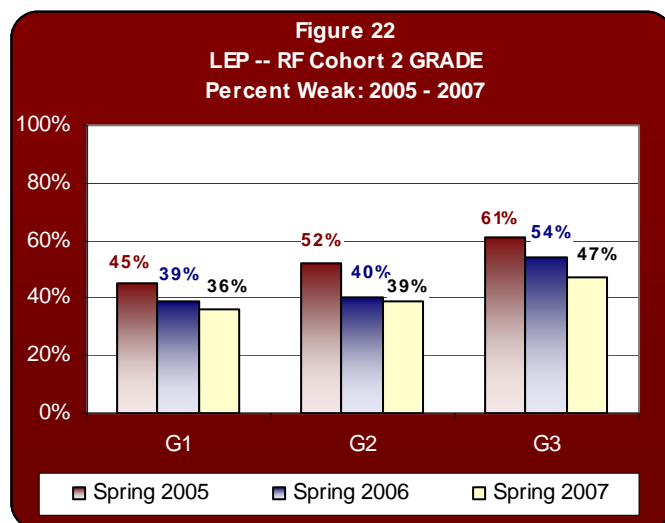
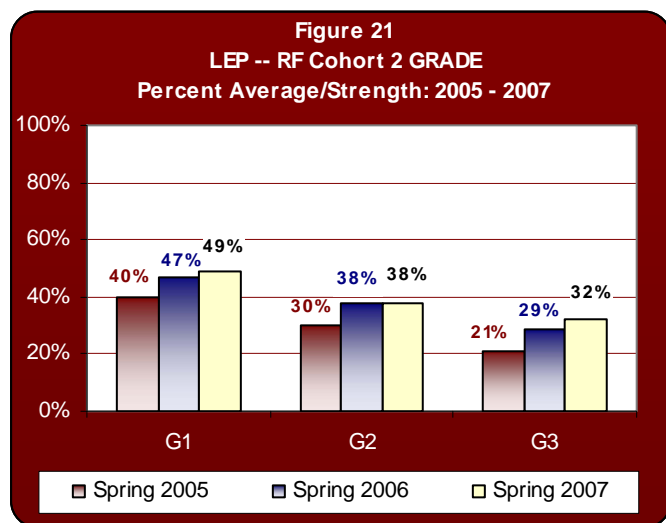
^ A standard score of 100 is average for the student's grade (based on the nation sample used to norm the test). The standard deviation of standard scores is 15.

++ Change in mean standard score is between 0.20 and 0.29 standard units larger than the change for all RF cohort 1 students at this grade-level – indicating a “quite good” narrowing of the performance gap for this group.

# Change in mean standard score is between 0.10 and 0.19 standard units smaller than the change for all RF cohort 1 students at this grade-level – indicating a “meaningful” widening of the performance gap for this group.

## RF Cohort 2

Comparing the results for RF cohort 2 LEP students after one year of implementation (spring 2005) and after three years of implementation (spring 2007) shows that:



See Table 52 for the number of students represented in Figures 21 and 22

\* None of the RF Cohort 2 changes from 2005 to 2007 are statistically significant

- Among first grade LEP students the proportion with *average/strength* scores has increased by nine percentage points, the proportion with *weak* scores has decreased by nine percentage points, and the mean percent correct increased by nearly 4.5 points.
- Among second grade LEP students the proportion with *average/strength* scores has increased by eight percentage points (though there was no measurable change from 2006), the proportion with *weak* scores has decreased by 13 percentage points, and the mean percent correct increased by nearly five points.



- Among third grade LEP students the proportion with *average/strength* scores increased by 11 percentage points, the proportion with *weak* scores decreased by 14 percentage points, and the mean percent correct increased by nearly six points.

None of the changes for RF cohort 2 LEP students are statistically significant.

**Table 52: RF Cohort 2 GRADE Total Test –2005 vs. 2007 mean raw scores and percent correct for limited English proficient students**

Grade	Maximum Points	Spring 2005			Spring 2007			Change in Mean Percent Correct
		N	Means Raw Score (Pct Correct)	Std Dev	N	Means Raw Score (Pct Correct)	Std Dev	
1	90	481	53.69 (59.66%)	19.765	496	58.16 (64.62%)	18.158	4.47
2	102	513	69.20 (67.84%)	20.622	489	74.17 (72.72%)	18.904	4.88
3	107	484	63.98 (59.79%)	19.996	543	70.30 (65.70%)	18.979	5.91

\* None of the RF cohort 2 changes in mean score from 2005 to 2007 is statistically significant

As shown in Table 53, LEP students in RF cohort 2 schools showed improvement of 0.24 standard deviations at first grade, 0.24 standard deviations at second grade and 0.30 standard deviations at third grade. Using the interpretation guidelines presented on page 30 we would judge the first and second grade improvements to be “quite good” and the third grade improvement to be “substantial”. For third grade limited English proficient students the change in mean standard score is 0.16 standard units larger than the change in mean standard score for all RF cohort 2 third graders – indicating a “meaningful” narrowing of the performance gap for this group.

**Table 53: RF Cohort 2 GRADE Total Test –2005 vs. 2007 mean standard scores^ for limited English proficient students**

Grade	Spring 2005		Spring 2007		Change in Standard Units
	N	Mean Standard Score	N	Mean Standard Score	
1	481	90.41	496	94.06	0.24 SU
2	513	87.24	489	90.91	0.24 SU
3	484	84.48	543	88.96	* 0.30 SU

\* None of the RF cohort 2 changes in mean score from 2005 to 2007 is statistically significant

^ A standard score of 100 is average for the student's grade (based on the nation sample used to norm the test). The standard deviation of standard scores is 15.

+ Change in mean standard score is between 0.10 and 0.19 standard units larger than the change for all RF cohort 2 students at this grade-level – indicating a “meaningful” narrowing of the performance gap for this group.

## Low-income Students

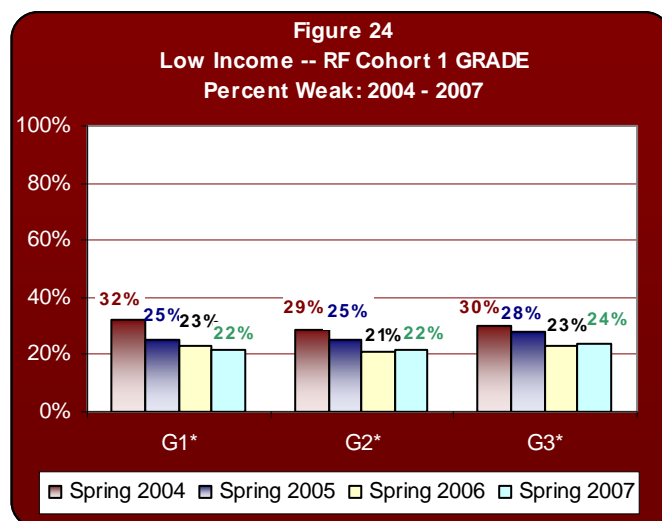
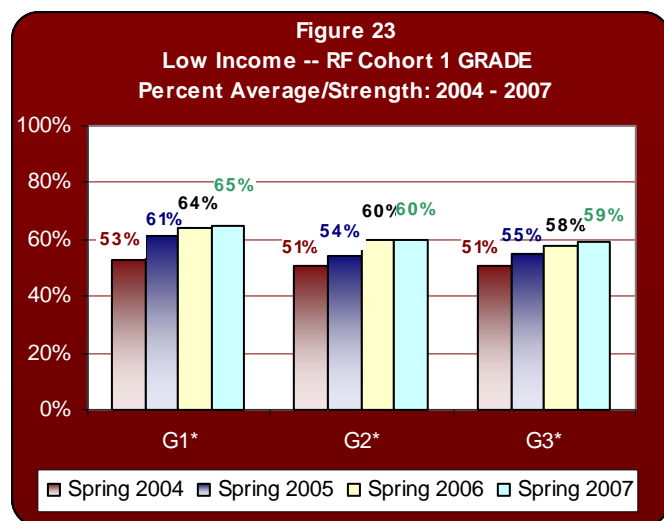
Figures 23-28 show the percentages of low-income students scoring in the *average/strength* (stanine 5-9) and *weak* (stanine 1-3) categories on the GRADE assessment for each cohort over time. For all grade levels in each cohort there have been cumulative increases in the percentage of low-income students in the *average/strength* categories and cumulative decreases in the percentage of low-income students in the *weak* category. As shown in Tables 54-58, mean scores for low-income students have also increased for each cohort at all three grade-levels.

### RF Cohort 1

Comparing the results for RF cohort 1 low-income students after one year of implementation (spring 2004) and after four years of implementation (spring 2007) shows the following changes.

- Among first grade low-income students the proportion with *average/strength* scores has increased by 12 percentage points, the proportion with *weak* scores has decreased by 10 percentage points, and the mean percent correct increased by more than five points.
- Among second grade low-income students the proportion with *average/strength* scores has increased by nine percentage points (though there was no measurable change from 2006), the proportion with *weak* scores has decreased by seven percentage points (an increase of one percentage point from the prior year), and the mean percent correct increased by about three points.
- Among third grade low-income students the proportion with *average/strength* scores has increased by eight percentage points, the proportion with *weak* scores has decreased by six percentage points (an increase of one percentage point from the prior year), and the mean percent correct increased by nearly 3.5 points.

All of the changes for RF Cohort 1 low-income students are statistically significant.



See Table 54 for the number of students represented in Figures 23 and 24

\* Asterisk indicates that change from 2004 to 2007 is statistically significant

**Table 54: RF Cohort 1 GRADE Total Test –2004 vs. 2007 mean raw scores and percent correct for low-income students**

Grade	Maximum Points	Spring 2004			Spring 2007			Change in Mean Percent Correct
		N	Means Raw Score (Pct Correct)	Std Dev	N	Means Raw Score (Pct Correct)	Std Dev	
1	90	2408	60.60 (67.33%)	17.907	2601	65.16 (72.40%)	17.202	* 5.07
2	102	2354	79.41 (77.85%)	16.523	2495	82.50 (80.88%)	14.933	* 3.03
3	107	2338	77.82 (72.73%)	18.032	2447	81.47 (76.14%)	16.806	* 3.41

\* Asterisk indicates that change in mean score from 2004 to 2007 is statistically significant

As shown in Table 55, RF cohort 1 schools showed improvement of 0.29 standard deviations at first grade, 0.19 standard deviations at second grade and 0.21 standard deviations at third grade. Using the interpretation guidelines presented on page 30 we would judge the first and third grade improvements to be “quite good” and the second grade improvement to be “meaningful.” The magnitude of improvement for these students are generally consistent with changes in mean scores for all RF cohort 1 students, thus there is no indication of narrowing or widening gaps.

**Table 55: RF Cohort 1 GRADE Total Test –2004 vs. 2007 mean standard scores^ for low-income students**

Grade	Spring 2004		Spring 2007		Change in Standard Units
	N	Mean Standard Score	N	Mean Standard Score	
1	2408	96.66	2601	100.95	* 0.29 SU
2	2354	95.76	2495	98.65	* 0.19 SU
3	2338	95.25	2447	98.46	* 0.21 SU

\* Asterisk indicates that change in mean score from 2004 to 2007 is statistically significant

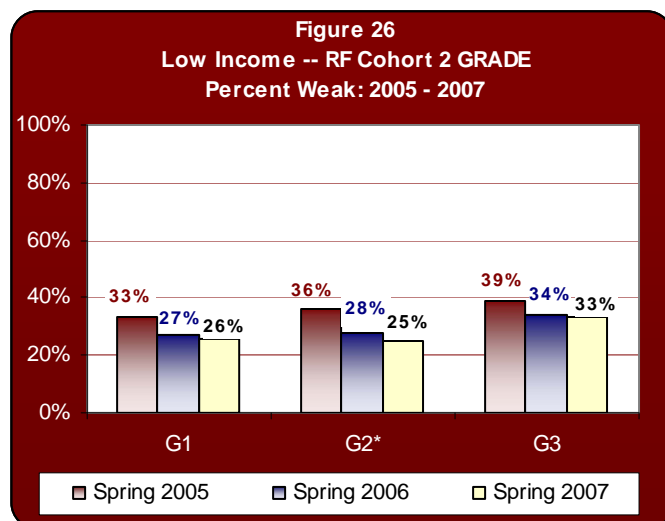
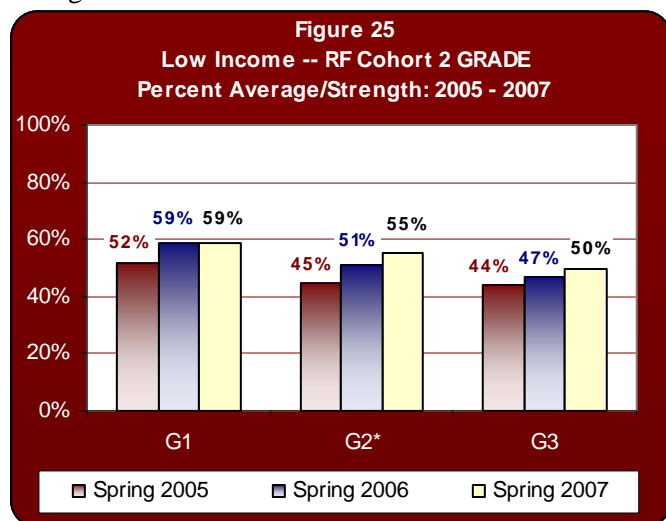
^ A standard score of 100 is average for the student's grade (based on the nation sample used to norm the test). The standard deviation of standard scores is 15.

## RF Cohort 2

Comparing the results for RF cohort 2 low-income students after one year of implementation (spring 2005) and after three years of implementation (spring 2007) shows that:

- Among first grade low-income students the proportion with *average/strength* scores has increased by seven percentage points (although there has been no measurable change since 2006), the proportion with *weak* scores has decreased seven percentage points, and the mean percent correct increased by nearly four points. None of the first grade changes are statistically significant.

- Among second grade low-income students the proportion with *average/strength* scores has increased by 10 percentage points, the proportion with *weak* scores has decreased by 11 percentage points, and the mean percent correct increased by nearly 4.5 points. All of the second grade changes are statistically significant.
- Among third grade low-income students the proportion with *average/strength* scores has increased by six percentage points, the proportion with *weak* scores has decreased by six percentage points, and the mean percent correct increased by nearly 2.5 points. For third grade, only the change in mean score is statistically significant.



See Table 56 for the number of students represented in Figures 25 and 26

\* Asterisk indicates that change from 2005 to 2007 is statistically significant

**Table 56: RF Cohort 2 GRADE Total Test –2005 vs. 2007 mean raw scores and percent correct for low-income students**

Grade	Maximum Points	Spring 2005			Spring 2007			Change in Mean Percent Correct
		N	Means Raw Score (Pct Correct)	Std Dev	N	Means Raw Score (Pct Correct)	Std Dev	
1	90	1550	59.48 (66.09%)	19.282	1490	62.98 (69.98%)	18.253	3.89
2	102	1501	75.90 (74.41%)	18.923	1469	80.42 (78.84%)	16.406	* 4.43
3	107	1578	74.34 (69.48%)	19.116	1512	76.94 (71.91%)	18.255	* 2.43

\* Asterisk indicates that change in mean score from 2005 to 2007 is statistically significant

As shown in Table 57, RF cohort 2 schools showed improvement of 0.20 standard deviations at first grade, 0.26 standard deviations at second grade, and 0.14 standard deviations at third grade. Using the interpretation guidelines presented on page 30 we would judge the first and second grade improvements to be “quite good” and the third grade improvement as “meaningful.” The magnitude of improvement for these students are generally consistent with changes in mean scores for all RF cohort 2 students, thus there is no indication of narrowing or widening gaps.

**Table 57: RF Cohort 2 GRADE Total Test –2005 vs. 2007 mean standard scores^ for low-income students**

Grade	Spring 2005		Spring 2007		Change in Standard Units
	N	Mean Standard Score	N	Mean Standard Score	
1	1550	95.79	1490	98.83	0.20 SU
2	1501	92.79	1469	96.63	* 0.26 SU
3	1578	92.38	1512	94.44	* 0.14 SU

\* Asterisk indicates that change in mean score from 2005 to 2007 is statistically significant

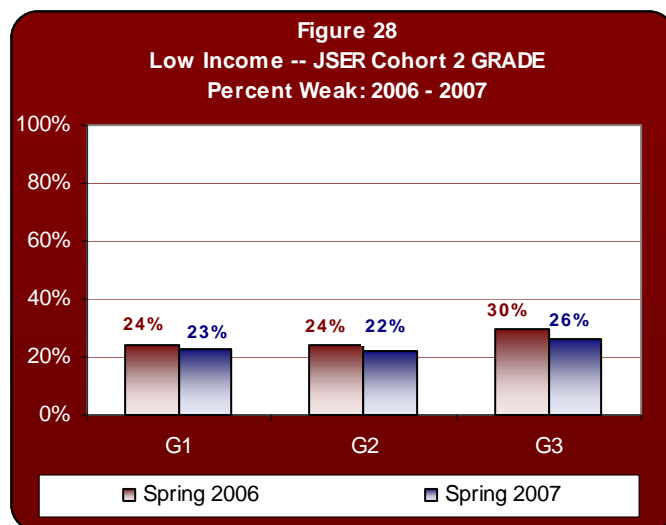
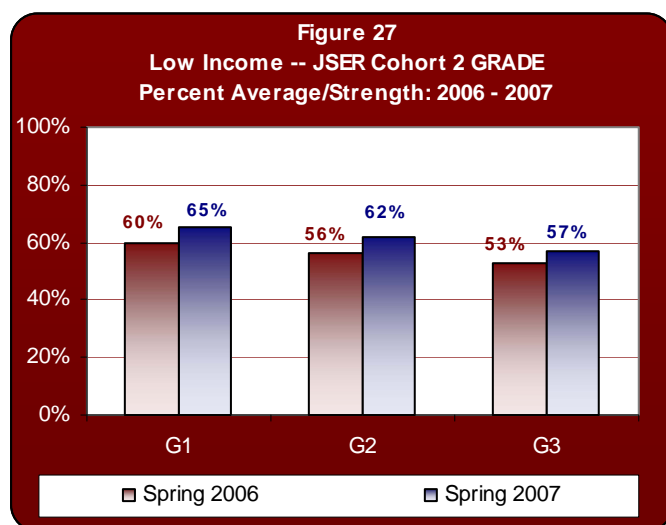
^ A standard score of 100 is average for the student's grade (based on the nation sample used to norm the test). The standard deviation of standard scores is 15.

### JSER Cohort 2

Comparing the results for JSER cohort 2 low-income students after one year of implementation (spring 2006) and after two years of implementation (spring 2007) shows that:

- Among first grade low-income students the proportion with *average/strength* scores has increased by five percentage points, the proportion with *weak* scores has decreased by one percentage point, and the mean percent correct increased by about 1.5 points.
- Among second grade low-income students the proportion with *average/strength* scores has increased by six percentage points, the proportion with *weak* scores has decreased by two percentage points, and the mean percent correct increased by more than one point.
- Among third grade low-income students the proportion with *average/strength* scores has increased by four percentage points, the proportion with *weak* scores has decreased by four percentage points, and the mean percent correct increased by more than one point.

None of the changes for JSER cohort 2 low-income students are statistically significant.



See Table 58 for the number of students represented in Figures 27 and 28

\* None of the changes from 2006 to 2007 is statistically significant

**Table 58: JSER Cohort 2 GRADE Total Test –2006 vs. 2007 mean raw scores and percent correct for low-income students**

Grade	Maximum Points	Spring 2006			Spring 2007			Change in Mean Percent Correct
		N	Means Raw Score (Pct Correct)	Std Dev	N	Means Raw Score (Pct Correct)	Std Dev	
1	90	1264	63.47 (70.52%)	17.953	1357	64.88 (72.09%)	17.176	1.57
2	102	1235	80.86 (79.27%)	16.753	1254	82.18 (80.57%)	15.963	1.30
3	107	1293	77.98 (72.88%)	18.960	1275	79.24 (74.06%)	18.939	1.18

\* None of the changes in mean score from 2006 to 2007 are statistically significant

As shown in Table 59, JSER cohort 2 schools showed improvement of 0.08 standard deviations at first and second grade, 0.07 standard deviations at third grade. Using the interpretation guidelines presented on page 30 we would judge these improvements to reflect little measurable change. The magnitude of improvement for these students are generally consistent with changes in mean scores for all JSER cohort 2 students, thus there is no indication of narrowing or widening gaps.

**Table 59: JSER Cohort 2 GRADE Total Test –2006 vs. 2007 mean standard scores^ for low-income students**

Grade	Spring 2006		Spring 2007		Change in Standard Units
	N	Mean Standard Score	N	Mean Standard Score	
1	1264	99.45	1357	100.62	0.08 SU
2	1235	97.32	1254	98.46	0.08 SU
3	1293	95.63	1275	96.73	0.07 SU

\* None of the changes in mean score from 2006 to 2007 are statistically significant

^ A standard score of 100 is average for the student's grade (based on the nation sample used to norm the test). The standard deviation of standard scores is 15.

## African American/Black Students

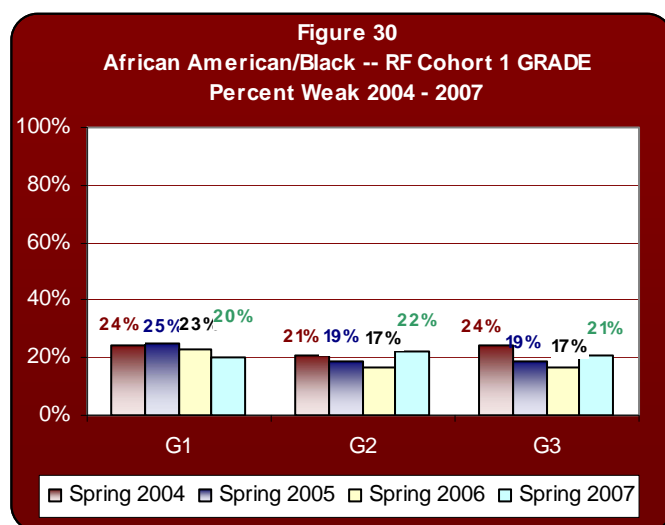
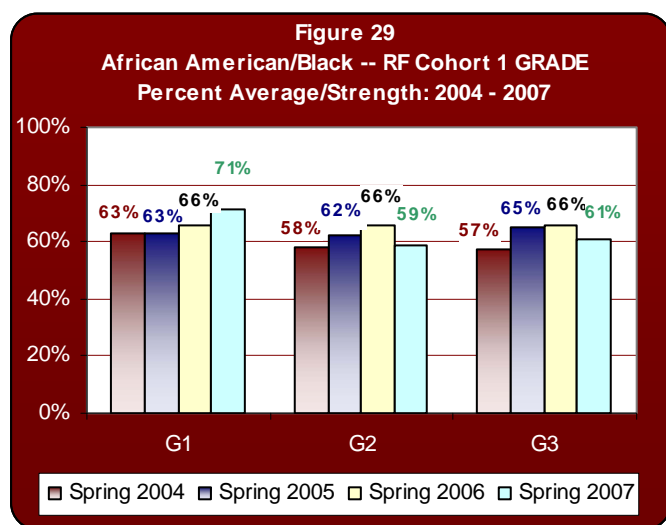
Figures 29 and 30 show the percentages of RF cohort 1 African American/black students scoring in the *average/strength* (stanine 5-9) and *weak* (stanine 1-3) categories on the GRADE assessment. Results for RF cohort 2 and JSER cohort 2 are excluded because of their small numbers of African American/black students.

Among RF cohort 1 schools, African American/black students show some improvement (increase in *average/strength* and/or decrease in *weak*) from spring 2004 to spring 2007 at most grade-levels. The exception being second grade where there is a one point increase in the percentage of students in the weak category. Comparing the results for RF cohort 1 African American/black students after one year of implementation (spring 2004) and after four years of implementation (spring 2007) shows that:



- Among first grade black students the proportion with *average/strength* scores has increased by eight percentage points, the proportion with *weak* scores has decreased by four percentage points, and the mean percent correct increased by more than three points.
- Among second grade black students the proportion with *average/strength* scores has increased by one percentage point (a seven percentage point decline from the previous year), the proportion with *weak* scores has increased by one percentage point (an increase of five percentage points from the previous year), and the mean percent correct increased by nearly one point.
- Among third grade black students the proportion with *average/strength* scores has increased by four percentage points (a five percentage point decline from the previous year), the proportion with *weak* scores has decreased by three percentage points (a four percentage point increase over the previous year), and the mean percent correct increased more than two points.

None of the changes for RF cohort 1 African American/black students are statistically significant.



See Table 60 for the number of students represented in Figures 29 and 30

\* None of the changes from 2004 to 2007 are statistically significant

**Table 60: Cohort 1 GRADE Total Test –2004 vs. 2007 mean raw scores and percent correct for African American/black students**

Grade	Maximum Points	Spring 2004			Spring 2007			Change in Mean Percent Correct
		N	Means Raw Score (Pct Correct)	Std Dev	N	Means Raw Score (Pct Correct)	Std Dev	
1	90	519	64.52 (71.69%)	17.816	490	67.38 (74.87%)	17.561	3.18
2	102	478	81.92 (80.31%)	15.587	469	82.73 (81.11%)	14.238	0.80
3	107	542	80.28 (75.03%)	16.943	501	82.64 (77.23%)	16.336	2.20

\* None of the changes from 2004 to 2007 are statistically significant

As shown in Table 61, RF cohort 1 schools showed improvement of 0.19 standard deviations at first grade, 0.05 standard deviations at second grade and 0.16 standard deviations at third grade. Using the interpretation

guidelines presented on page 30 we would judge the first and third grade differences to reflect “meaningful” change and the second grade change to reflect little meaningful improvement. The magnitude of improvement for these students are generally consistent with changes in mean scores for all RF cohort 1 students, thus there is no indication of narrowing or widening gaps.

**Table 61: Cohort 1 GRADE Total Test –2004 vs. 2007 mean standard scores^ for African American/black students**

Grade	Spring 2004		Spring 2007		Change in Standard Units
	N	Mean Standard Score	N	Mean Standard Score	
1	519	100.46	490	103.30	0.19 SU
2	478	98.11	469	98.80	0.05 SU
3	542	97.22	501	99.64	0.16 SU

\* None of the changes in mean score from 2004 to 2007 is statistically significant

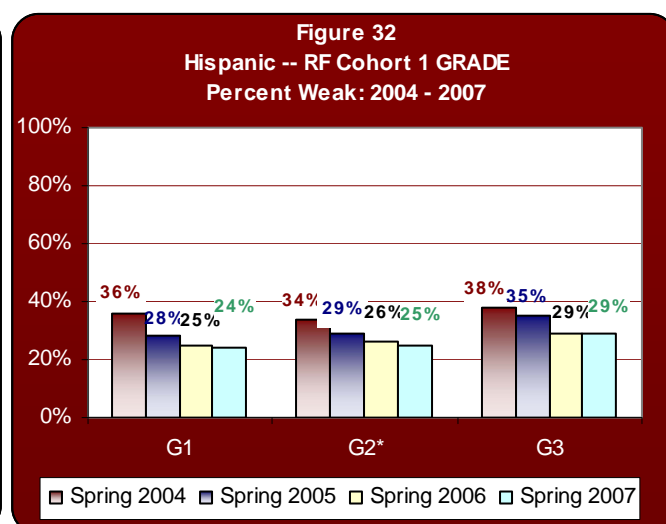
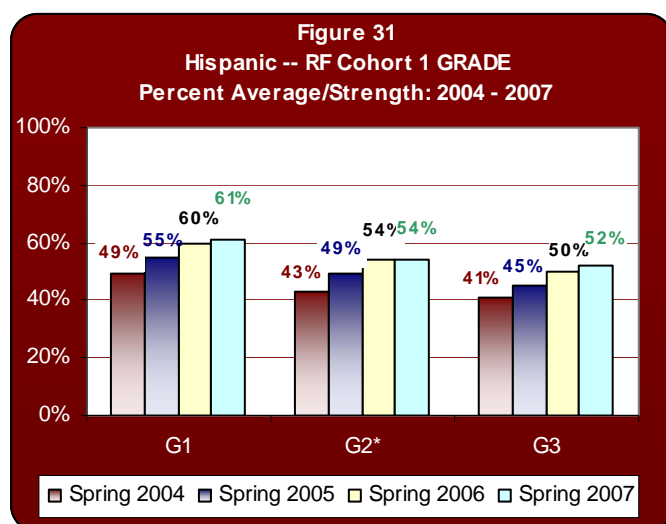
^ A standard score of 100 is average for the student's grade (based on the nation sample used to norm the test). The standard deviation of standard scores is 15.

## Hispanic/Latino Students

Figures 31-36 show the percentages of Hispanic/Latino students scoring in the *average/strength* (stanine 5-9) and *weak* (stanine 1-3) categories on the GRADE assessment for each cohort over time. For all grade levels in all cohorts there have been cumulative improvements in the percentage of Hispanic/Latino students in both the *average/strength* and *weak* categories. As shown in Tables 62-67, mean scores have also increased for all grade levels and cohorts, except for third graders in JSER cohort 2, for whom there was no change in mean percent correct, though there was a small improvement in mean standard score.

### RF Cohort 1

Comparing the results for RF cohort 1 Hispanic/Latino students after one year of implementation (spring 2004) and after four years of implementation (spring 2007) shows that:



See Table 62 for the number of students represented in figures 31 and 32

\* Asterisk indicates that change from 2004 to 2007 is statistically significant

- Among first grade students both the proportion with *average/strength* scores and the proportion with *weak* scores improved by 12 percentage points. The mean percent correct increased by nearly 6.5 points. None of the changes at the first grade level are statistically significant.
- Among second grade students the proportion with *average/strength* scores has increased by 11 percentage points (though there was no measurable change from 2006), the proportion with *weak* scores has decreased by nine percentage points, and the mean percent correct increased by more than three and a half points. All of the changes for second grade are statistically significant.
- Among third grade students the proportion with *average/strength* scores increased by 11 percentage points the proportion with *weak* scores decreased by nine percentage points (though there was no measurable change from 2006), and the mean percent correct increased by nearly four percentage points. At the third grade level, only the change in mean percent correct is statistically significant.

**Table 62: RF Cohort 1 GRADE Total Test –2004 vs. 2007 mean raw scores and percent correct for Hispanic/Latino students**

Grade	Maximum Points	Spring 2004			Spring 2007			Change in Mean Percent Correct
		N	Means Raw Score (Pct Correct)	Std Dev	N	Means Raw Score (Pct Correct)	Std Dev	
1	90	1259	58.71 (64.23%)	18.070	1362	63.61 (70.68%)	17.090	6.45
2	102	1103	77.10 (75.59%)	16.702	1385	80.81 (79.23%)	15.191	* 3.64
3	107	1057	74.41 (69.54%)	17.906	1250	78.55 (73.41%)	17.256	* 3.87

\* Asterisk indicates that change in mean score from 2004 to 2007 is statistically significant

As shown in Table 63, Hispanic/Latino students in RF cohort 1 schools showed improvement of 0.30 standard deviations at first grade, 0.21 standard deviations at second grade and 0.24 standard deviations at third grade. Using the interpretation guidelines presented on page 30 we would judge the first grade change to be “substantial” and the second and third grade improvements to be “quite good.” The magnitude of improvement for these students are generally consistent with changes in mean scores for all RF cohort 1 students, thus there is no indication of narrowing or widening gaps.

**Table 63: RF Cohort 1 GRADE Total Test –2004 vs. 2007 mean standard scores<sup>^</sup> for Hispanic/Latino students**

Grade	Spring 2004		Spring 2007		Change in Standard Units
	N	Mean Standard Score	N	Mean Standard Score	
1	1259	94.89	1362	99.32	0.30 SU
2	1103	93.41	1385	96.59	* 0.21 SU
3	1057	92.17	1250	95.74	* 0.24 SU

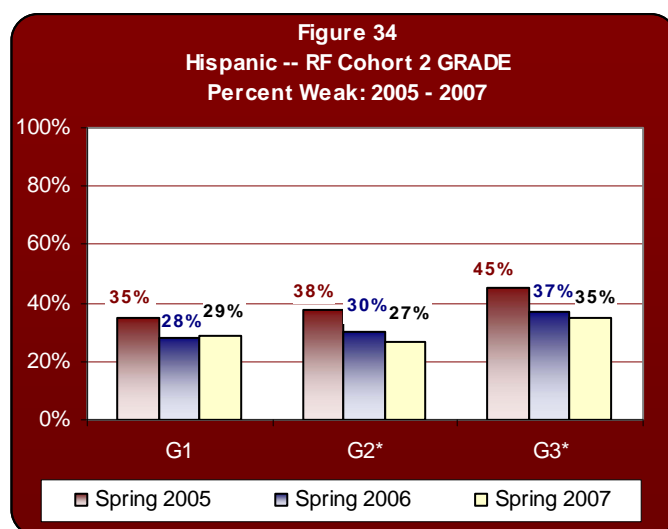
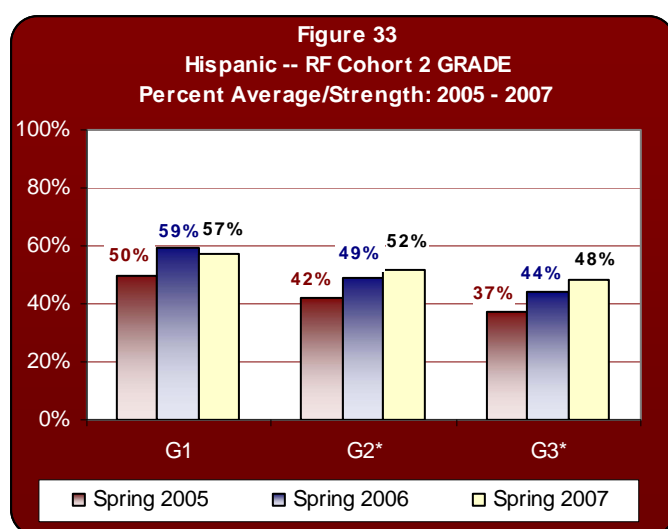
\* Asterisk indicates that change in mean score from 2004 to 2007 is statistically significant

<sup>^</sup> A standard score of 100 is average for the student's grade (based on the nation sample used to norm the test). The standard deviation of standard scores is 15.

**RF Cohort 2**

Comparing the results for RF cohort 2 Hispanic/Latino students after one year of implementation (spring 2005) and after three years of implementation (spring 2007) shows that:

- Among first grade students the proportion with *average/strength* scores has increased by seven percentage points (a decrease of two percentage points from the prior year), the proportion with *weak* scores has decreased by six percentage points (an increase of one point from the prior year), and the mean percent correct increased by nearly four points. None of the first grade changes are statistically significant.
- Among second grade students the proportion with *average/strength* scores has increased by 10 percentage points, the proportion with *weak* scores has decreased by 11 percentage points, and the mean percent correct increased by more than 4.5 points. All of the second grade changes are statistically significant.
- Among third grade students the proportion with *average/strength* scores has increased by 11 percentage points, the proportion with *weak* scores has decreased by 10 percentage points, and the mean percent correct increased by more than four points. All of the third grade changes are statistically significant.



See Table 64 for the number of students represented in figures 33 and 34

\* Asterisk indicates that change from 2005 to 2007 is statistically significant

**Table 64: RF Cohort 2 GRADE Total Test –2005 vs. 2007 mean raw scores and percent correct for Hispanic/Latino students**

Grade	Maximum Points	N	Spring 2005		N	Spring 2007		Change in Mean Percent Correct
			Means Raw Score (Pct Correct)	Std Dev		Means Raw Score (Pct Correct)	Std Dev	
1	90	951	58.73 (65.26%)	19.260	952	62.26 (69.18%)	18.498	3.92
2	102	930	74.46 (73.00%)	19.133	921	79.12 (77.57%)	17.210	* 4.57
3	107	969	71.47 (66.79%)	19.802	964	75.86 (70.90%)	18.194	* 4.11

\* Asterisk indicates that change in mean score from 2005 to 2007 is statistically significant

As shown in Table 65, RF cohort 2 schools showed improvement of 0.22 standard deviations at first grade, 0.26 standard deviations at the second grade, and 0.22 standard deviations at third grade. Using the interpretation guidelines presented on page 30 we would judge improvements at each of the grade levels to be “quite good.” The magnitude of improvement for these students are generally consistent with changes in mean scores for all RF cohort 2 students, thus there is no indication of narrowing or widening gaps.

**Table 65: RF Cohort 2 GRADE Total Test –2005 vs. 2007 mean standard scores^ for Hispanic/Latino students**

Grade	N	Spring 2005 Mean Standard Score	N	Spring 2007 Mean Standard Score	Change in Standard Units
1	951	94.97	952	98.22	0.22 SU
2	930	91.38	921	95.33	* 0.26 SU
3	969	90.12	964	93.42	* 0.22 SU

\* Asterisk indicates that change in mean score from 2005 to 2007 is statistically significant

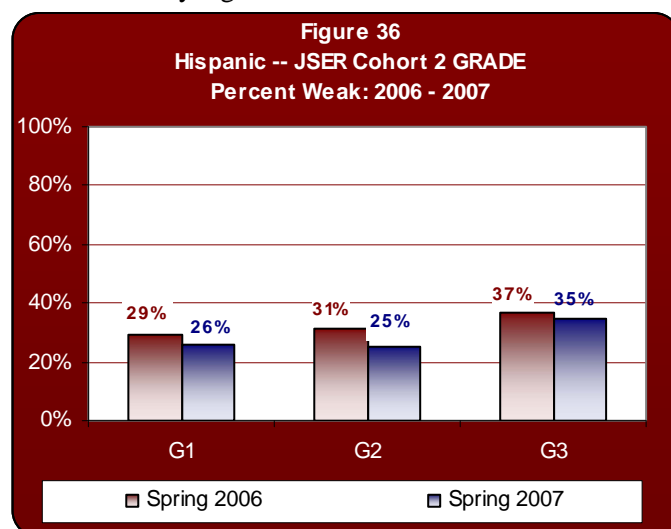
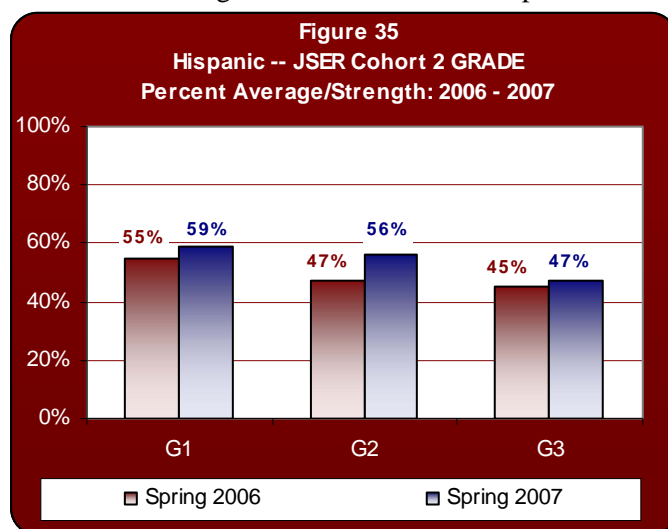
^ A standard score of 100 is average for the student's grade (based on the nation sample used to norm the test). The standard deviation of standard scores is 15.

### JSER Cohort 2

Comparing the results for JSER cohort 2 Hispanic/Latino students after one year of implementation (spring 2006) and after two years of implementation (spring 2007) shows that:

- Among first grade students the proportion with *average/strength* scores has increased by four percentage points, the proportion with *weak* scores has decreased by three percentage points, and the mean percent correct increased by more than one point.
- Among second grade students the proportion with *average/strength* scores has increased by nine percentage points, the proportion with *weak* scores has decreased by six percentage points, and the mean percent correct increased by more than two and a half points.
- Among third grade students both the proportion with *average/strength* scores and the proportion with *weak* scores have improved by two percentage points. There was no measurable change in the mean percent correct.

None of the changes for JSER cohort 2 Hispanic students are statistically significant.



See Table 66 for the number of students represented in figures 35 and 36

\* None of the changes from 2006 to 2007 are statistically significant

**Table 66: JSER Cohort 2 GRADE Total Test –2006 vs. 2007 mean raw scores and percent correct for Hispanic/Latino students**

Grade	Maximum Points	Spring 2006			Spring 2007			Change in Mean Percent Correct
		N	Means Raw Score (Pct Correct)	Std Dev	N	Means Raw Score (Pct Correct)	Std Dev	
1	90	631	61.34 (68.16%)	18.340	744	62.40 (69.33%)	17.374	1.17
2	102	613	77.58 (76.06%)	17.966	673	80.35 (78.77%)	16.587	2.71
3	107	663	74.81 (69.92%)	19.075	667	74.81 (69.92%)	20.376	0.00

\* None of the changes in mean score are statistically significant

As shown in Table 67, JSER cohort 2 schools showed improvement of 0.06 standard deviations at first grade, 0.16 standard deviations at the second grade, and 0.02 standard deviations at third grade. Using the interpretation guidelines presented on page 30 we would judge improvements at second grade to be “meaningful” and the results at first and third grades to represent little meaningful change. The magnitude of improvement for these students are generally consistent with changes in mean scores for all JSER cohort 2 students, thus there is no indication of narrowing or widening gaps.

**Table 67: JSER Cohort 2 GRADE Total Test –2006 vs. 2007 mean standard scores^ for Hispanic/Latino students**

Grade	Spring 2006		Spring 2007		Change in Standard Units
	N	Mean Standard Score	N	Mean Standard Score	
1	631	97.25	744	98.19	0.06 SU
2	613	94.00	673	96.46	0.16 SU
3	663	92.75	667	93.00	0.02 SU

\* None of the changes in mean score are statistically significant

^ A standard score of 100 is average for the student's grade (based on the nation sample used to norm the test). The standard deviation of standard scores is 15.

## Effectiveness Indices

### Methodology

The Massachusetts Department of Elementary and Secondary Education also examines Reading First performance using three effectiveness indices developed by the Florida Center for Reading Research (FCRR)<sup>31</sup>. FCRR originally developed the indices using the DIBELS assessment, which is the only common fall assessment among Florida's Reading First schools. After consultation with FCRR, we determined that it would be reasonable to generate the same calculations for Massachusetts using results from the GRADE assessment, which Massachusetts Reading First schools administer both in the fall and spring and which provides a measure of overall reading ability including comprehension. The indices presented in this report are defined as follows:

- **Effectiveness for Average/Strength Students:** calculated for students scoring in the *average/strength* categories in the fall. Provides the percentage of those students who are still scoring at that level in the spring.
- **Effectiveness for Low Average Students:** calculated for those students scoring in the *low average* category in the fall. Provides the percentage of those students scoring at the *average/strength* level in the spring.
- **Effectiveness for Weak Students:** for those students who score in the *weak* category in the fall. Provides the percentage of those students scoring at *low average or above* in the spring.

By definition, these indices are calculated only for students with both fall and spring data for a given year. It should also be noted, that students included in the basic analysis conducted for each of the above indices are selected solely based on their fall test scores. They may or may not have received the level of instruction expected by the Massachusetts Department of Elementary and Secondary Education.

Data are available to support limited analysis of effectiveness specific to each of the three most commonly used core publishers. That analysis utilizes a one-way Analysis of Variance (ANOVA) test to show differences between groups on each specified outcome, with groups defined by the publisher of their core reading program. The overall model F-ratio is the amount of variance between groups relative to the total variance within groups. The larger the ratio, the more variance is explained by reading program instead of differences within reading program. When the F-ratio is significant ( $< .05$ ), we are confident that there is a significant effect of reading program publisher on the specified outcome measure. In addition, post hoc contrasts were run using the Tukey test. This allows us to show where the significant differences in the reading programs are located.

### Findings

- ❖ For each of the included cohorts, the 2006-2007 effectiveness index for *average/strength* students shows that 95 percent also ended the year at that level. Furthermore, about half improved their performance by one or more stanine, including about 30 percent who moved from *average* to *strength*.
- ❖ The programs by the most commonly used core publishers (Harcourt, Houghton-Mifflin, and Scott Foresman) all appear to provide highly effective instruction to students who began the school year meeting benchmark on the GRADE assessment. At the second and third grade levels, the data do suggest that in some respects schools using Scott Foresman perform better than those using Harcourt.

<sup>31</sup> FCRR titles the indices Effectiveness of Core Instruction (ECI), Effectiveness of Intervention - Strategic (EI-S), and Effectiveness of Intervention - Intensive (EI-I), respectively. Massachusetts has elected to drop those labels, which imply that students included in the calculations (particularly EI-S and EI-I) have received a certain level of instruction. To date, the evaluation team has been unable to collect valid and reliable information on the level of services received by individual students.



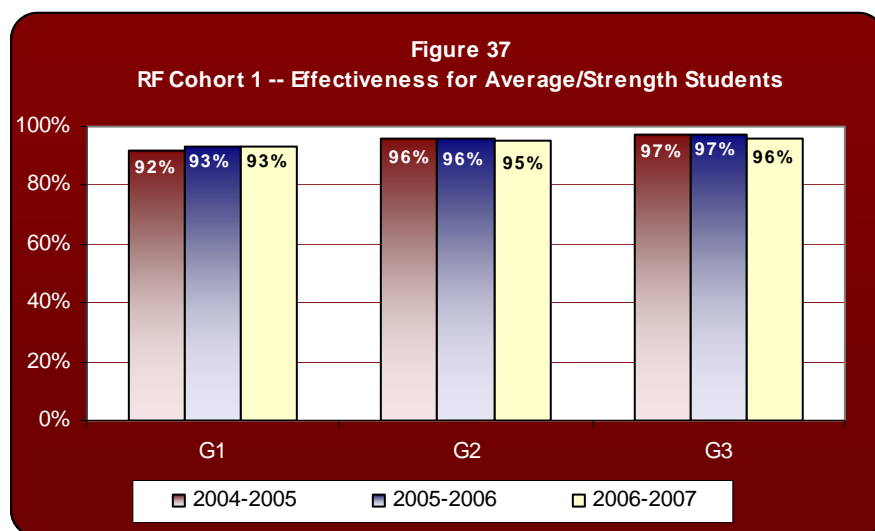
- ❖ For all of the included cohorts combined, the 2006-2007 effectiveness index for *low average* students shows that about 70 percent ended the year at in the *average/strength* categories. For each of the cohorts, instruction was the most effective at the first grade level, especially with regard to moving students from the *low average* category to the *strength* category.
- ❖ For all of the included cohorts combined, the 2006-2007 effectiveness index for *weak* students shows that 56 percent ended the year in the *low average* category or higher. As with *low average* students, instruction for this group was the most effective at the first grade level, especially with regard to moving students from the *weak* category to the *average* category and even more so in moving students from the *weak* category to the *strength* category.

## Effectiveness for Average/Strength Students

For each of the included cohorts, the 2006-2007 effectiveness index for *average/strength* students shows that 95 percent of those who began the year in the *average/strength* categories ended the year at that level. Furthermore, about half improved their performance by one or more stanine, including about 30 percent who moved from *average* to *strength*.

### RF Cohort 1

As shown in figure 37, data for RF cohort 1 indicate that, as a group, those schools provided highly effective instruction to students who began the school year meeting benchmark on the GRADE assessment. The most recent data show that 95 percent of those who began the year in the *average/strength* categories ended the year at that level.



Effectiveness for Average/Strength students is measured by taking students whose fall GRADE total test results placed them in the *average/strength* categories and calculating the percentage of those students who remain in those categories on the spring GRADE assessment.

As shown in table 68, among first graders who began the year at benchmark, 17 percent dropped by at least one stanine when tested in the spring, 16 percent stayed at the same stanine, and 67 percent improved their performance by at least one stanine, including more than 50 percent who improved their performance from the *average* category to the *strength* category. Among second graders who began the year at benchmark, 21 percent dropped by at least one stanine when tested in the spring, 36 percent stayed at the same stanine, and 44 percent improved their performance by at least one stanine. Among third graders who began the year at benchmark, 14 percent dropped by at least one stanine when tested in the spring, 34 percent stayed at the same stanine, and 53 percent improved their performance by at least one stanine. Among second and third graders, smaller percentages (22 percent and 26 percent, respectively) improved enough to move from the *average* to the *strength* category.

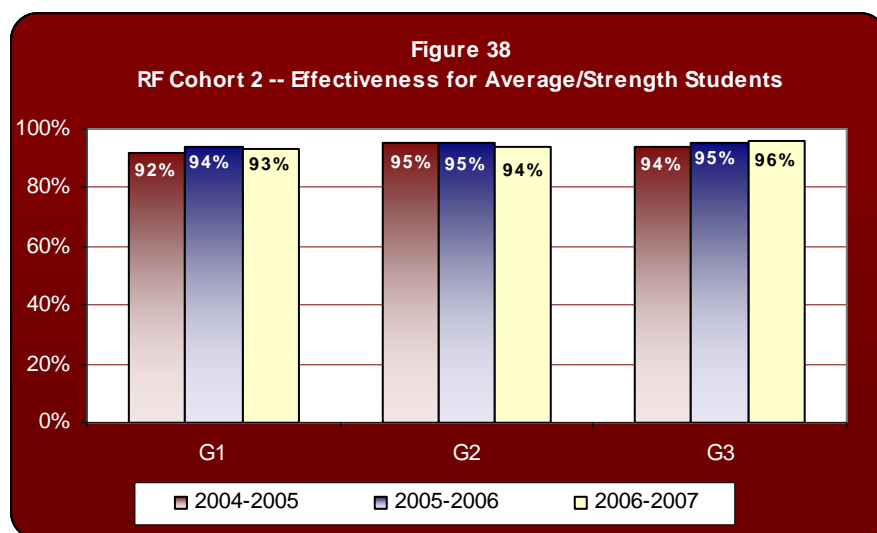
**Table 68: Spring 2007 Performance of Students Beginning the Year in Average/Strength RF Cohort 1 by grade-level**

Status	Grade 1 (N=1350)		Grade 2 (N=1661)		Grade 3 (N=1707)	
	#	%	#	%	#	%
Declined by one stanine or more	223	16.5%	345	20.7%	231	13.5%
Stayed at the same stanine	217	16.1%	591	35.6%	578	33.9%
Improved by one stanine or more	910	67.4%	725	43.7%	898	52.6%
Improved from average to strength*	683	50.6%	364	21.9%	449	26.3%

\* Students improving from *average* to *strength* are also included in the numbers of students improving by one stanine or more.

## RF Cohort 2

As shown in figure 38, data for RF cohort 2 indicate that those schools also provided highly effective instruction to students who began the school year meeting benchmark on the GRADE assessment. As with RF cohort 1, the most recent data show that 95 percent of those who began the year in the *average/strength* categories ended the year at that level.



Effectiveness for Average/Strength students is measured by taking students whose fall GRADE total test results placed them in the *average/strength* categories and calculating the percentage of those students who remain in those categories on the spring GRADE assessment.

As shown in table 69, among first graders who began the year at benchmark, 15 percent dropped by at least one stanine when tested in the spring, 16 percent stayed at the same stanine, and 70 percent improved their performance by at least one stanine, including more than 50 percent who improved their performance from the *average* category to the *strength* category. Among second graders who began the year at benchmark, 22 percent dropped by at least one stanine when tested in the spring, 39 percent stayed at the same stanine, and 40 percent improved their performance by at least one stanine. Among third graders who began the year at benchmark, 15 percent dropped by at least one stanine when tested in the spring, 36 percent stayed at the same stanine, and 49 percent improved their performance by at least one stanine. Among second and third graders, much smaller percentages (each 22 percent) improved enough to move from the *average* to the *strength* category.

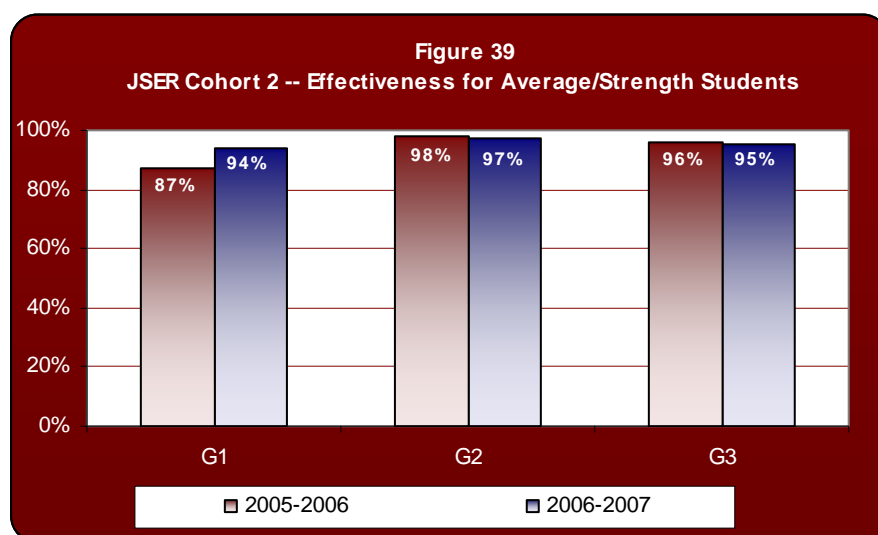
**Table 69: Spring 2007 Performance of Students Beginning the Year in Average/Strength RF Cohort 2 by grade-level**

Status	Grade 1 (N=413)		Grade 2 (N=650)		Grade 3 (N=669)	
	#	%	#	%	#	%
Declined by one stanine or more	61	14.8%	142	21.9%	99	14.8%
Stayed at the same stanine	65	15.7%	251	38.6%	241	36.0%
Improved by one stanine or more	287	69.5%	257	39.5%	329	49.2%
Improved from average to strength*	213	51.6%	143	22.0%	146	21.8%

\* Students improving from *average* to *strength* are also included in the numbers of students improving by one stanine or more.

### JSER Cohort 2

As shown in figure 39, data for JSER cohort 2 indicate that in the 2006-2007 school year those schools also provided highly effective instruction to students who began the school year meeting benchmark on the GRADE assessment, including a substantial increase in effectiveness over the prior year at the first grade level. As with the RF cohorts, the most recent data show that 95 percent of those who began the year in the *average/strength* categories ended the year at that level.



Effectiveness for Average/Strength students is measured by taking students whose fall GRADE total test results placed them in the *average/strength* categories and calculating the percentage of those students who remain in those categories on the spring GRADE assessment.

As shown in table 70, among first graders who began the year at benchmark, 16 percent dropped by at least one stanine when tested in the spring, 19 percent stayed at the same stanine, and 65 percent improved their performance by at least one stanine, including about 46 percent who improved their performance from the *average* category to the *strength* category. Among second graders who began the year at benchmark, 22 percent dropped by at least one stanine when tested in the spring, 34 percent stayed at the same stanine, and 44 percent improved their performance by at least one stanine. Among third graders who began the year at benchmark, 17 percent dropped by at least one stanine when tested in the spring, 37 percent stayed at the same stanine, and 46 percent improved their performance by at least one stanine. Among second and third graders, smaller percentages (23 percent and 21 percent, respectively) improved enough to move from the *average* to the *strength* category.

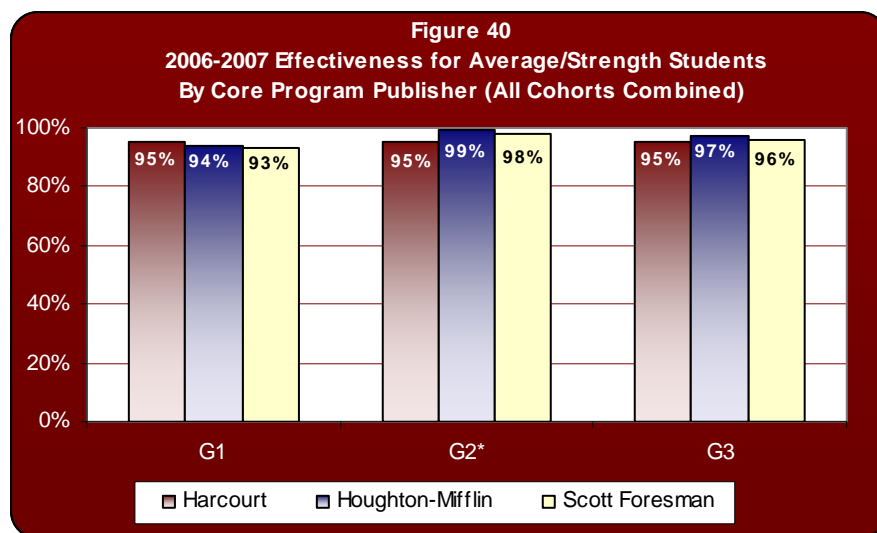
**Table 70: Spring 2007 Performance of Students Beginning the Year in Average/Strength JSER Cohort 2 by grade-level**

Status	Grade 1 (N=768)		Grade 2 (N=860)		Grade 3 (N=887)	
	#	%	#	%	#	%
Declined by one stanine or more	119	15.5%	188	21.9%	150	16.9%
Stayed at the same stanine	149	19.4%	291	33.8%	326	36.8%
Improved by one stanine or more	500	65.1%	381	44.3%	411	46.3%
Improved from average to strength*	356	46.4%	200	23.3%	186	21.0%

\* Students improving from *average* to *strength* are also included in the numbers of students improving by one stanine or more.

### By Core Program

As shown in figure 40, the programs by the most commonly used core publishers (Harcourt, Houghton-Mifflin, and Scott Foresman<sup>32</sup>) all appear to provide highly effective instruction to students who began the school year meeting benchmark on the GRADE assessment. Between publishers, the only statistically significant difference is the second grade level where, in the aggregate, Scott Foresman schools showed a significantly higher effectiveness index than did Harcourt schools (98 and 95 percent, respectively).



Effectiveness for Average/Strength students is measured by taking students whose fall GRADE total test results placed them in the *average/strength* categories and calculating the percentage of those students who remain in those categories on the spring GRADE assessment.

For each of those programs, tables 71-73 show the spring 2007 performance of students who began the year in the *average/strength* categories. Across grade levels, schools using Scott Foresman had nearly 56 percent of those students improving by one or more stanine and about one-third improving from *average* to *strength*. Among schools using Houghton-Mifflin programs, 53 percent of these students improved by at least one stanine and 30 percent moved from *average* to *strength*. Quite similarly, among schools using Harcourt programs 52 percent of these students improved by at least one stanine and 31 percent moved from *average* to *strength*.

<sup>32</sup> There are also several schools using programs published by Open Court and Success for All, but the numbers are not sufficient to enable meaningful analysis of these data.

**Table 71: Spring 2007 Performance of Students Beginning the Year in Average/Strength Harcourt Core Programs by grade-level (All Cohorts Combined)**

Status	Grade 1 (N=1323)		Grade 2 (N=1552)		Grade 3 (N=1671)	
	#	%	#	%	#	%
Declined by one stanine or more	215	16.3%	340	21.9%	268	16.0%
Stayed at the same stanine	215	16.3%	567	36.5%	575	34.4%
Improved by one stanine or more	893	67.5%	645	41.6%	828	49.6%
Improved from average to strength*	667	50.4%	354	22.8%	376	22.5%

**Table 72: Spring 2007 Performance of Students Beginning the Year in Average/Strength Houghton-Mifflin Core Programs by grade-level (All Cohorts Combined)**

Status	Grade 1 (N=344)		Grade 2 (N=406)		Grade 3 (N=467)	
	#	%	#	%	#	%
Declined by one stanine or more	65	18.9%	78	19.2%	74	15.9%
Stayed at the same stanine	59	17.2%	140	34.5%	156	33.4%
Improved by one stanine or more	220	64.0%	188	46.3%	237	50.8%
Improved from average to strength*	162	47.1%	89	21.9%	110	23.6%

**Table 73: Spring 2007 Performance of Students Beginning the Year in Average/Strength Scott Foresman Core Programs by grade-level (All Cohorts Combined)**

Status	Grade 1 (N=394)		Grade 2 (N=534)		Grade 3 (N=518)	
	#	%	#	%	#	%
Declined by one stanine or more	55	14.0%	84	15.7%	62	12.0%
Stayed at the same stanine	76	19.3%	194	36.3%	167	32.2%
Improved by one stanine or more	263	66.8%	256	47.9%	289	55.8%
Improved from average to strength*	183	46.5%	137	25.7%	159	30.7%

\* Students improving from *average* to *strength* are also included in the numbers of students improving by one stanine or more.

Looking at the results by grade-level yields a somewhat different picture:

- At the first grade level, schools using Harcourt programs showed the highest levels of improvement by one or more stanine (68%), followed by schools using Scott Foresman programs (67%), and schools using Houghton-Mifflin programs (64%). Schools using Harcourt programs also showed the most movement from *average* to *strength* (50%). Both schools using Scott Foresman and schools using Houghton Mifflin had about 47 percent of these students moving from *average* to *strength*. At the first grade level, none of the differences between publishers are statistically significant.
- At the second grade level, schools using Scott Foresman programs showed the highest levels of improvement by one or more stanine (48%), followed by schools using Houghton-Mifflin (46%) and schools using Harcourt (42%). Schools using Scott Foresman programs also showed the most movement from *average* to *strength* (26%), followed by schools using Harcourt (23%) and schools using Houghton-Mifflin (22%). Comparing Harcourt and Scott Foresman at the second grade level, the difference in the percentage of

students showing decline (22% and 16%, respectively) is statistically significant. There were no statistically significant differences between Scott Foresman and Houghton-Mifflin or Harcourt and Houghton-Mifflin.

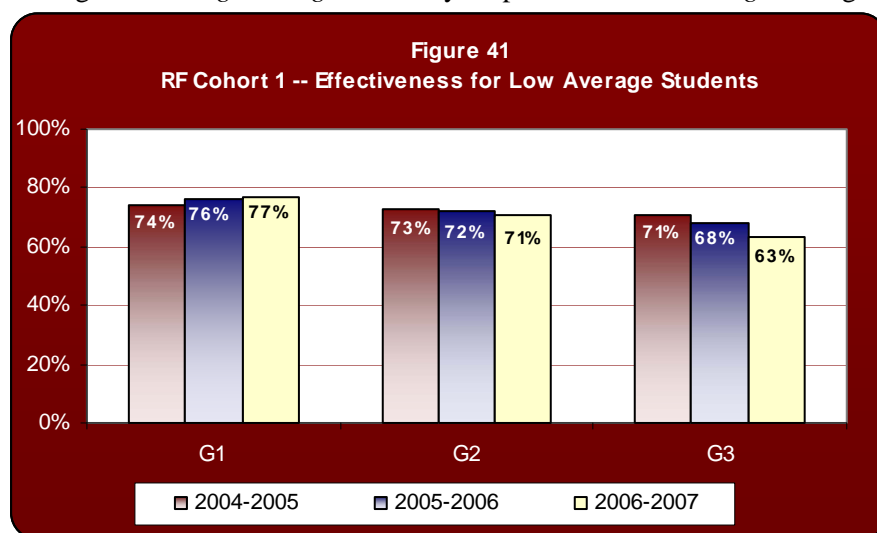
- At the third grade level, schools using Scott Foresman programs showed the highest levels of improvement by one or more stanine (56%), followed by schools using Houghton-Mifflin (51%) and Harcourt (50%). Again, school using Scott Foresman showed the most improvement from *average* to *strength* (31%), followed by schools using Houghton-Mifflin (24%) and Harcourt (23%). Comparing Scott Foresman and Harcourt at the third grade level, the difference in movement from *average* to *strength* is statistically significant. There were no statistically significant differences between Scott Foresman and Houghton-Mifflin or Harcourt and Houghton-Mifflin.

## Effectiveness for Low Average Students

The figures and tables below show the percentage of students with fall scores in the *low average* category who move into the *average/strength* categories by the spring. For all of the included cohorts combined, the 2006-2007 indices show that about 70 percent of those who began the year in the *low average* category ended the year at in the *average/strength* categories. For each of the cohorts, instruction was the most effective at the first grade level, especially with regard to moving students from the *low average* category to the *strength* category.

### RF Cohort 1

As shown in figure 41, 2006-2007 data for RF cohort 1 indicate that instruction was most effective at the first grade level, with more than three-quarters of students who began the year in the *low average* category moving to the *average/strength* category by the spring. This marks incremental annual improvement since the 2004-2005 school year. In contrast, at the second and third grade levels there have been incremental annual declines in effectiveness for RF cohort 1 schools. The most recent data show about 71 percent of *low average* second graders moving into *average/strength* and only 63 percent of *low average* third graders moving into *average/strength*.



Effectiveness for Low Average Students is measured by taking students whose fall GRADE total test results placed them in the *low average* category and calculating the percentage of those students who move into the *average/strength* categories on the spring GRADE assessment.

As shown in table 74, among first graders who began the year in *low average*, 11 percent dropped by at least one stanine when tested in the spring, 12 percent stayed at the same stanine, and 77 percent improved their performance by at least one stanine, including 37 percent who moved from *low average* to *strength* (representing growth of at least three stanines). Among second graders who began the year in *low average*, seven percent dropped by at least one stanine when tested in the spring, 22 percent stayed at the same stanine, and 71 percent improved their performance by at least one stanine. Among third graders who began the year in *low average*, nine percent dropped by at least one stanine when tested in the spring, 28 percent stayed at the same stanine, and 63



percent improved their performance by at least one stanine. Among second and third graders, much smaller percentages of *low average* students (11 percent and four percent, respectively) improved enough to reach the *strength* category.

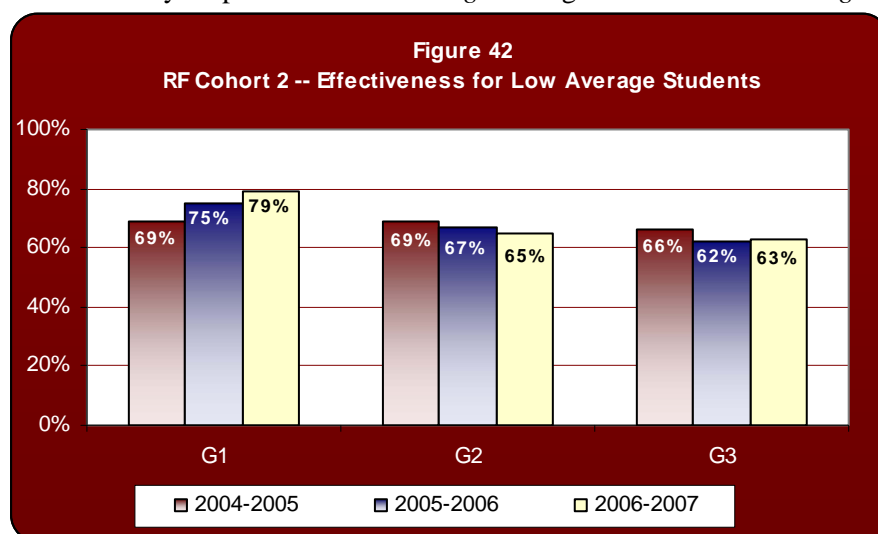
**Table 74: Spring 2007 Performance of Students Beginning the Year in Low Average (Stanine 4) RF Cohort 1 by grade-level**

Status	Grade 1 (N=826)		Grade 2 (N=550)		Grade 3 (N=638)	
	#	%	#	%	#	%
Declined by one stanine or more	88	10.7%	36	6.5%	56	8.8%
Stayed at the same stanine	100	12.1%	122	22.2%	179	28.1%
Improved to average*	335	40.6%	334	60.7%	376	58.9%
Improved to strength*	303	36.7%	58	10.6%	27	4.2%

\* The sum of students improving to *average* or to *strength* is equivalent to students improving by one stanine or more.

## RF Cohort 2

As shown in figure 42, data for RF cohort 2 show a pattern that is somewhat similar to RF cohort 1. Among these schools instruction was most effective at the first grade level, with nearly 80 percent of students who began the year in the *low average* category moving to the *average/strength* category by the spring. The figure also reveals annual improvements since the 2004-2005 school year. In contrast, at the second grade levels there have been incremental annual declines in effectiveness for RF cohort 2 schools with the most recent data showing only 65 percent of those beginning the year at *low average* moving into *average/strength* by spring. Data for third grade show a four point decline from 2004-2005 to 2005-2006 followed by one point increase from 2005-2006 to 2006-2007 with only 63 percent of *low average* third graders moved to *average/strength*.



Effectiveness for Low Average Students is measured by taking students whose fall GRADE total test results placed them in the *low average* category and calculating the percentage of those students who move into the *average/strength* categories on the spring GRADE assessment.

As shown in table 75, among first graders who began the year in *low average*, eight percent dropped by at least one stanine when tested in the spring, 13 percent stayed at the same stanine, and 79 percent improved their performance by at least one stanine, including 36 percent who moved from *low average* to *strength* (representing growth of at least three stanines). Among second graders who began the year in *low average*, seven percent dropped by at least one stanine when tested in the spring, 28 percent stayed at the same stanine, and 65 percent improved their performance by at least one stanine. Among third graders who began the year in *low average*, 10 percent dropped by at least one stanine when tested in the spring, 28 percent stayed at the same stanine, and 63



percent improved their performance by at least one stanine. As with RF cohort 1, much smaller percentages of *low average* second and third graders (six percent and one percent, respectively) improved enough to reach the *strength* category.

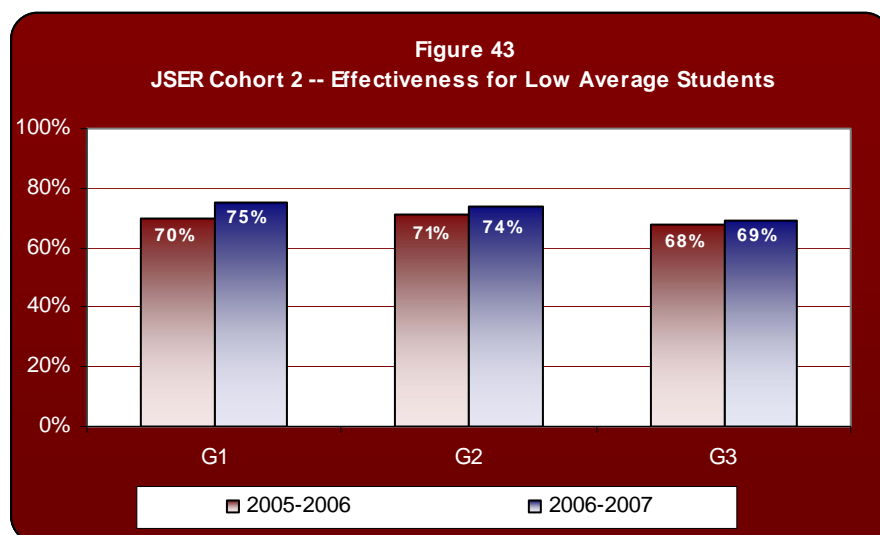
**Table 75: Spring 2007 Performance of Students Beginning the Year in Low Average (Stanine 4) RF Cohort 2 by grade-level**

Status	Grade 1 (N=311)		Grade 2 (N=283)		Grade 3 (N=305)	
	#	%	#	%	#	%
Declined by one stanine or more	24	7.7%	20	7.1%	29	9.5%
Stayed at the same stanine	40	12.9%	78	27.6%	84	27.5%
Improved to average*	134	43.1%	169	59.7%	188	61.6%
Improved to strength*	113	36.3%	16	5.7%	4	1.3%

\* The sum of students improving to *average* or to *strength* is equivalent to students improving by one stanine or more.

### JSER Cohort 2

As shown in figure 43, JSER cohort 2 schools showed improvements in effectiveness from the 2005-2006 school year to the 2006-2007 school year. The most recent data show that about three-quarters of first and second graders who began the year at *low average* ended the year in the *average/strength* categories. Among third graders the figure was nearly 70 percent.



Effectiveness for Low Average Students is measured by taking students whose fall GRADE total test results placed them in the *low average* category and calculating the percentage of those students who move into the *average/strength* categories on the spring GRADE assessment

As shown in table 76, among first graders who began the year in *low average*, 12 percent dropped by at least one stanine when tested in the spring, 13 percent stayed at the same stanine, and 76 percent improved their performance by at least one stanine, including 33 percent who moved from *low average* to *strength* (representing growth of at least three stanines). Among second graders who began the year in *low average*, five percent dropped by at least one stanine when tested in the spring, 21 percent stayed at the same stanine, and 74 percent improved their performance by at least one stanine. Among third graders who began the year in *low average*, seven percent dropped by at least one stanine when tested in the spring, 23 percent stayed at the same stanine, and 70 percent improved their performance by at least one stanine. As with the RF cohorts, much smaller percentages of *low average* second and third graders (10 percent and five percent, respectively) improved enough to reach the *strength* category.

**Table 76: Spring 2007 Performance of Students Beginning the Year in Low Average (Stanine 4) JSER Cohort 2 by grade-level**

Status	Grade 1 (N=408)		Grade 2 (N=277)		Grade 3 (N=309)	
	#	%	#	%	#	%
Declined by one stanine or more	49	12.0%	13	4.7%	23	7.4%
Stayed at the same stanine	51	12.5%	59	21.3%	72	23.3%
Improved to average*	172	42.2%	177	63.9%	200	64.7%
Improved to strength*	136	33.3%	28	10.1%	14	4.5%

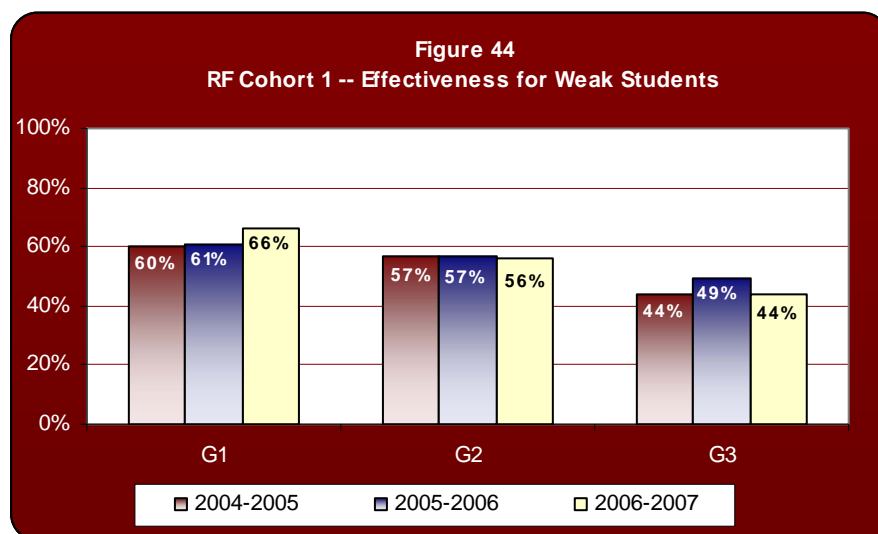
\* The sum of students improving to *average* or to *strength* is equivalent to students improving by one stanine or more.

## Effectiveness for Weak Students

The figures and tables below show the percentage of students with fall scores in the *weak* category who move into *low average* or *above* by the spring. For all of the included cohorts combined, the 2006-2007 effectiveness index shows that 56 percent of those who began the year in the *weak* category ended the year in the *low average* category or higher. As with *low average* students, instruction for *weak* students was the most effective at the first grade level, especially with regard to moving students from the *weak* category to the *average* category and even more so in moving students from the *weak* category to the *strength* category.

### RF Cohort 1

As shown in figure 44, 2006-2007 data for RF cohort 1 indicate that instruction was most effective at the first grade level, with about two-thirds of students who began the year in the *weak* category moving to the *low average* or *above* category by the spring. This marks about six percentage points of improvement since the 2004-2005 school year. In contrast, at the second and third grade levels show no real cumulative change from that point. The most recent data show about 56 percent of *weak* second graders and only 44 percent of *weak* third graders moving into *low average* or *above*.



Effectiveness for Weak Students is measured by taking students whose fall GRADE total test results placed them in the *weak* category and calculating the percentage of those students who move into the *low average* or *above* categories on the spring GRADE assessment.

As shown in table 77, among first graders who began the year in *weak*, seven percent dropped by at least one stanine when tested in the spring, 16 percent stayed at the same stanine, and 77 percent improved their

performance by at least one stanine, including 37 percent who moved from *weak* to *average* and 12 percent who moved from *weak* to *strength*. Among second graders who began the year in *weak*, two percent dropped by at least one stanine when tested in the spring, 15 percent stayed at the same stanine, and 83 percent improved their performance by at least one stanine, including 25 percent who moved from *weak* to *average*. Among third graders who began the year in *weak*, six percent dropped by at least one stanine when tested in the spring, 30 percent stayed at the same stanine, and 64 percent improved their performance by at least one stanine, including 18 percent who moved from *weak* to *average*. Among *weak* second and third graders, much smaller percentages (two percent and one percent, respectively) improved enough to reach the *strength* category.

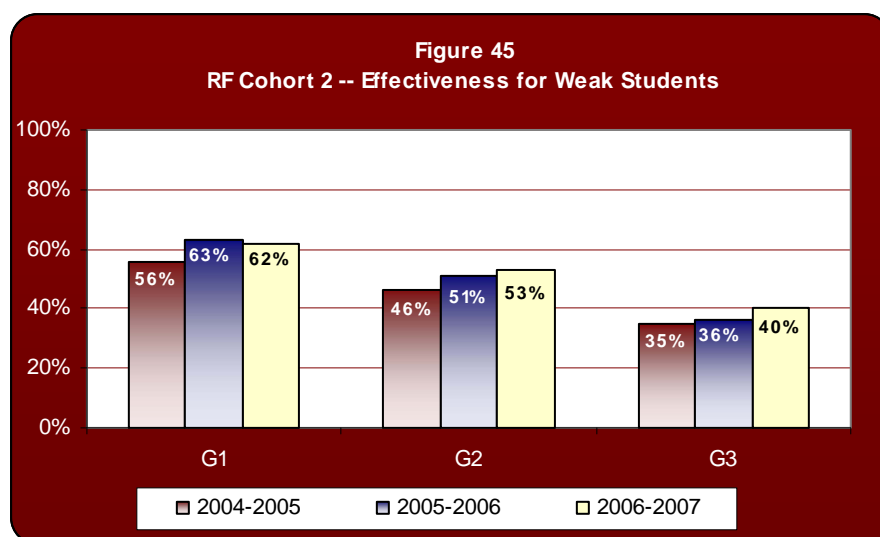
**Table 77: Spring 2007 Performance of Students Beginning the Year in Weak (Stanine 1-3)  
RF Cohort 1 by grade-level**

Status	Grade 1 (N=1341)		Grade 2 (N=1136)		Grade 3 (N=900)	
	#	%	#	%	#	%
Declined by one stanine or more	98	7.3%	21	1.9%	50	5.6%
Stayed at the same stanine	210	15.7%	165	14.5%	274	30.4%
Improved by one stanine or more	1033	77.0%	950	83.6%	576	64.0%
Improved to average	489	36.5%	278	24.5%	163	18.1%
Improved to strength	158	11.8%	24	2.1%	7	0.8%

\* Students improving to *average* or *strength* are also included in the numbers of students improving by one stanine or more.

## RF Cohort 2

As shown in figure 45, 2006-2007 data for RF cohort 2 indicate that instruction was most effective at the first grade level, with more than 60 percent of students who began the year in the *weak* category moving to the *low average or above* category by the spring. This marks about six percentage points of improvement since the 2004-2005 school year, though a one percentage point decline from 2005-2006. At the second grade level, 2006-2007 data show more than half of those students moving into *low average or above* by the spring, marking a seven percentage point improvement from the 2004-2005 school year. Finally, 2006-2007 data for third grade show 40 percent of those students moving into *low average or above* by the spring, marking a five percentage point improvement from the 2004-2005 school year.



Effectiveness for Weak Students is measured by taking students whose fall GRADE total test results placed them in the *weak* category and calculating the percentage of those students who move into the *low average or above* categories on the spring GRADE assessment.

As shown in table 78, among first graders who began the year in *weak*, eight percent dropped by at least one stanine when tested in the spring, 17 percent stayed at the same stanine, and 75 percent improved their

performance by at least one stanine, including 31 percent who moved from *weak* to *average* and 15% who moved from *weak* to *strength*. Among second graders who began the year in *weak*, two percent dropped by at least one stanine when tested in the spring, 18 percent stayed at the same stanine, and 80 percent improved their performance by at least one stanine, including 22 percent who moved from *weak* to *average*. Among third graders who began the year in *weak*, four percent dropped by at least one stanine when tested in the spring, 33 percent stayed at the same stanine, and 64 percent improved their performance by at least one stanine, including 16 percent who moved from *weak* to *average*. Among *weak* second and third graders, much smaller percentages (one percent each) improved enough to reach the *strength* category.

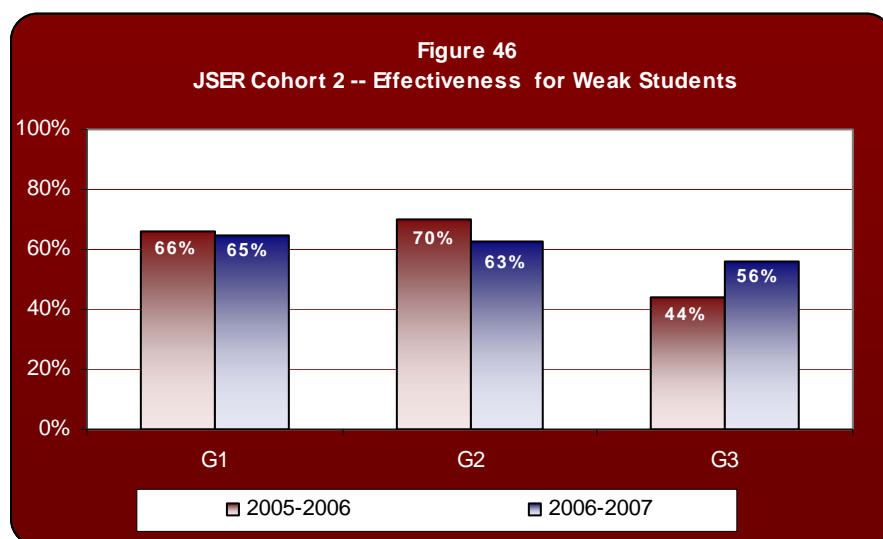
**Table 78: Spring 2007 Performance of Students Beginning the Year in Weak (Stanine 1-3)  
RF Cohort 2 by grade-level**

Status	Grade 1 (N=874)		Grade 2 (N=669)		Grade 3 (N=660)	
	#	%	#	%	#	%
Declined by one stanine or more	71	8.1%	13	1.9%	24	3.6%
Stayed at the same stanine	145	16.6%	118	17.6%	216	32.7%
Improved by one stanine or more	658	75.3%	538	80.4%	420	63.6%
Improved to average	274	31.4%	149	22.3%	103	15.6%
Improved to strength	128	14.7%	6	0.9%	7	1.1%

\* Students improving to *average* or *strength* are also included in the numbers of students improving by one stanine or more.

### JSER Cohort 2

As shown in figure 46, 2006-2007 data for JSER cohort 2 show that 65 percent of first grade students who began the year in the *weak* category moving to the *low average or above* category by the spring, a one percentage point decline from 2005-2006. At the second grade level, 2006-2007 data show 63 percent of those students moving into *low average or above* by the spring, marking a seven percentage point decline from the 2005-2006 school year. Finally, 2006-2007 data for third grade show 56 percent of those students moving into *low average or above* by the spring, marking a 12 percentage point improvement from the 2005-2006 school year.



Effectiveness for Weak Students is measured by taking students whose fall GRADE total test results placed them in the *weak* category and calculating the percentage of those students who move into the *low average or above* categories on the spring GRADE assessment.

As shown in table 79, among first graders who began the year in *weak*, 11 percent dropped by at least one stanine when tested in the spring, 16 percent stayed at the same stanine, and 73 percent improved their performance by at least one stanine, including 35 percent who moved from *weak* to *average* and 13 percent who moved from *weak* to

*strength*. Among second graders who began the year in *weak*, two percent dropped by at least one stanine when tested in the spring, 15 percent stayed at the same stanine, and 83 percent improved their performance by at least one stanine, including 29 percent who moved from *weak* to *average*. Among third graders who began the year in *weak*, five percent dropped by at least one stanine when tested in the spring, 28 percent stayed at the same stanine, and 66 percent improved their performance by at least one stanine, including 17 percent who moved from *weak* to *average*. Among *weak* second and third graders, much smaller percentages (three percent and one percent, respectively) improved enough to reach the strength category.

**Table 79: Spring 2007 Performance of Students Beginning the Year in Weak (Stanine 1-3)  
JSER Cohort 2 by grade-level**

Status	Grade 1 (N=697)		Grade 2 (N=620)		Grade 3 (N=517)	
	#	%	#	%	#	%
Declined by one stanine or more	74	10.6%	14	2.3%	27	5.2%
Stayed at the same stanine	114	16.4%	94	15.2%	147	28.4%
Improved by one stanine or more	509	73.0%	512	82.6%	343	66.3%
Improved to average	242	34.7%	180	29.0%	87	16.8%
Improved to strength	91	13.1%	20	3.2%	5	1.0%

\* Students improving to average or strength are also included in the numbers of students improving by one stanine or more.

## School Performance

As described earlier in this report, there is some level of variability in Reading First implementation at the district and school level. This section of the report utilizes a cross grade-level composite of results on the GRADE assessment as well as results on the 3<sup>rd</sup> grade MCAS reading test as gauges of school-level performance. See Appendix D for GRADE composite scores (percent *weak* and percent *average/strength*) for each Reading First and Silber school. Detailed school-level data showing the number and percentage of students meeting benchmark for all grade levels and demographic subgroups can be found in the following appendices:

- Appendix E – Spring 2007 GRADE Total Test by grade-level
- Appendix F – Spring 2007 DIBELS Oral Reading Fluency, by grade-level
- Appendix G – 2007 Grade 3 Reading MCAS
- Appendix H – 2006-2007 Effectiveness Indices

## Findings

- ❖ Eighteen schools (12 Reading First and 6 Silber) stood out as having 80 percent or more of their students performing at benchmark on the spring 2007 GRADE assessment.
- ❖ Since they began program implementation, about 70 percent of Reading First and Silber schools demonstrated increases in the proportion of students in the *average/strength* category and decreases in the proportion of students in the *weak* category on the GRADE assessment. These included about 30 percent of the schools that showed substantial improvement with *average/strength* increases and *weak* decreases of at least 10 percentage points.
- ❖ Among participating schools, there are wide disparities in MCAS performance. In 2007, eleven schools (nine RF and two Silber) had third grade MCAS *proficiency* rates equal or better than the statewide rate of 59 percent and 10 (five RF and five Silber) had *warning* rates lower than five percent. At the same time, 22 schools (16 RF and six Silber) had proficiency rates of 25 percent or less and 20 (18 RF and two Silber) had warning rates of 33 percent or more.
- ❖ Since the year prior to implementation, one-quarter of Reading First schools and about 22 percent of Silber schools demonstrated increases in the proportion of students attaining *proficiency* and decreases in the proportion of students in the *warning* category on the MCAS third grade reading test. These included about six percent of Reading First and Silber schools that showed substantial improvement with *proficiency* increases and *warning* decreases of at least 10 percentage points.
- ❖ About 30 percent of Reading First schools and 40 percent of Silber schools met both their aggregate and subgroup English language arts AYP targets for 2007. However more than one-half of RF schools and one-third of Silber schools failed to meet either their aggregate or subgroup targets.
- ❖ More than half of all Reading First and Silber schools demonstrated instructional effectiveness for *average/strength* students of at least 95 percent, including 10 schools at 100 percent. Nineteen schools demonstrated instruction effectiveness for *low average* students of at least 85 percent, including Sheffield Elementary in Gill-Montague, which moved all of its *low average* students into the *average/strength* categories. Twenty-two schools demonstrated instructional effectiveness for *weak* students of at least 70 percent.

## GRADE Performance

### Highlights

Six schools met all three of the following criteria: among the schools with the highest percentage of students meeting or exceeding benchmark on the 2007 assessment, among the most improved in increasing benchmark performance for their cohort, and among the most improved in decreasing weak performance for their cohort. They were: Community Day Charter, Baldwinville (Narragansett), Garfield (Revere), Bates (Salem), Walker (Taunton), and Moseley (Westfield).

### 2007 Top Performers

As shown in Table 80, 18 schools stood out as having 80 percent or more of their students performing at benchmark on the spring 2007 GRADE assessment. As with 2006, the top performer was the Walnut Square school in Haverhill, which had 93 percent of its students attaining the benchmark.

Table 80: Spring 2007 GRADE - Top Performing Schools Cross Grade-Level Composite (grades 1-3) – all cohorts			
District	School	Cohort	Students at benchmark
Haverhill	Walnut Square*	RF 1	93%
Plymouth	West*	RF 1	91%
Plymouth	South*	RF 1	90%
Taunton	Walker*	RF 1	89%
Narragansett	Baldwinville*	RF 3	89%
Westfield	Moseley*	RF 1	88%
North Adams	Greylock	JSER 2	85%
Wareham	Minot Forest	JSER 2	85%
Gardner	Sauter	JSER 1	84%
Methuen	Timony	JSER 2	83%
Methuen	Tenney*	RF 1	82%
Salem	Bates	RF 1	82%
Community Day Charter		RF 3	82%
Haverhill	Pentucket Lake*	RF 1	81%
Leominster	Northwest	JSER 2	81%
Marlborough	Kane	JSER 2	81%
Athol-Royalston	Sanders Street*	RF 1	80%
Revere	Garfield	RF 1	80%

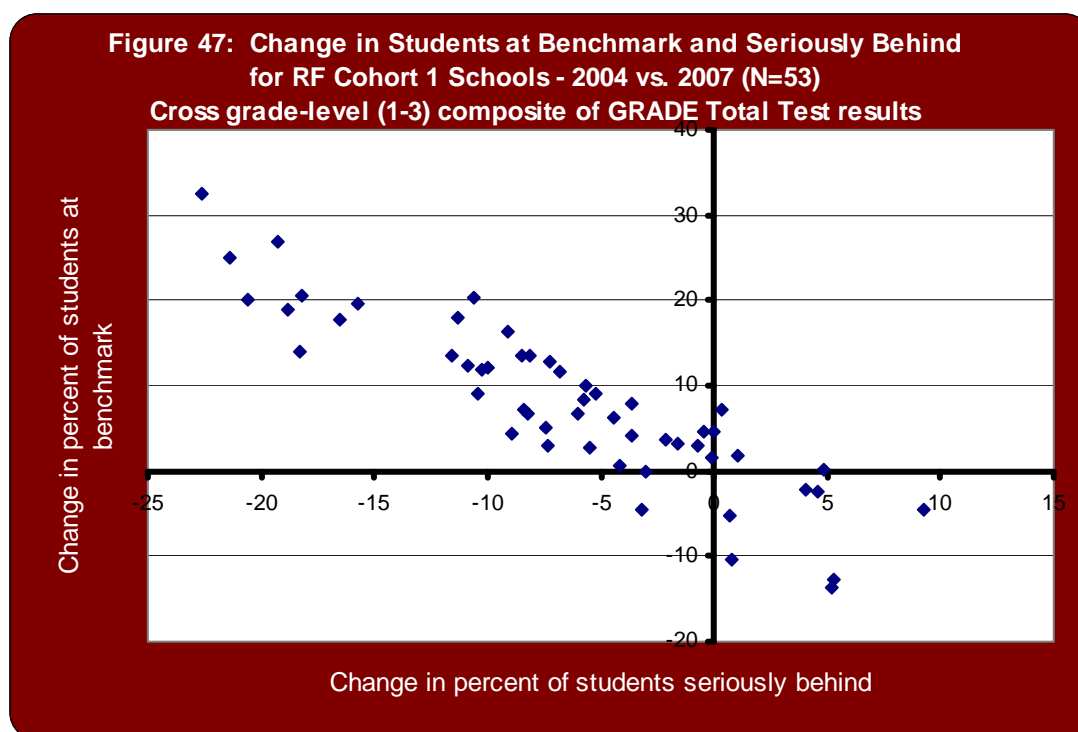
\* Schools marked with an asterisk were also on the year 4 list of top performers (which included only RF cohort 1 and RF cohort 2 schools).

Looking only at absolute performance in 2007 fails to recognize the gains made by many schools that are not yet at the point of the top performers mentioned above. For each cohort, the following section of the report highlight those schools making the most gains in increasing the percentage of students at benchmark as well as those making the most gains in decreasing the percentage of students who are seriously behind. Since at least two years of data are required to judge change the results necessarily exclude schools from JSER cohort 3.

### RF Cohort 1 Changes

Figure 47 illustrates the school-level changes in percentage of students seriously behind (stanine 1-3) and percentage of students at benchmark (stanine 5-9) from spring 2004 to spring 2007 among RF cohort 1 schools. Each dot represents a school.





As shown in Table 81, 41 RF cohort 1 schools have both decreased the percentage of students who are seriously behind and increased the percentage of students at benchmark. They represent 77 percent of the RF cohort 1 schools. This a net decrease of three schools over the prior year resulting from five schools improving into the quadrant and eight schools falling out of it. The schools moving out of the upper left quadrant were Sanders Street, Ferryway, Brayton, Morningside, Gerena, White Street, Webster Middle School, and Park Avenue.

Three schools increased its percentage of students at benchmark but also showed an increase in the percentage of students seriously behind. For all of these schools this represents a decline from the prior year when they all showed an overall improvement.

Two schools decreased the percentage of students seriously behind but also show a decrease in the percentage of students at benchmark. For Bentley this represents an improvement from the prior year when they showed an overall decline in performance. The other school, Tenney, remained in this category from the prior year.

Seven schools had an overall drop in performance with decreases in the percentage of students at benchmark and increases in the percentage of students seriously behind. Compared to the prior year this is a net increase of two schools resulting from four schools improving out of the quadrant and six schools falling into it. The schools improving out of the bottom right quadrant were Burnham, Lawrence Family Development Charter, Bentley, and City View.

**Table 81: Overall Change in GRADE Performance Among Cohort 1 Schools 2004 vs. 2007\*  
Cross Grade-Level Composite (grades 1-3)**

Description/Quadrant	# of schools	Names of Schools
<b>Overall improvement –</b> increase in percentage at benchmark and decrease in percentage seriously behind. (upper left quadrant)	41	<b>Remaining from Year 4:</b> Boston Renaissance Charter, Davis (Brockton), Downey (Brockton), Haggerty (Cambridge), Kelly^ (Chelsea), Bowe (Chicopee), Stefanik (Chicopee), N.B. Borden (Fall River), Doran (Fall River), Laurel Lake (Fall River), Hillcrest (Gill-Montague), Sheffield (Gill-Montague), Pentucket Lake (Haverhill), Walnut Square^ (Haverhill), Arlington (Lawrence), Frost (Lawrence), Wetherbee (Lawrence), Lowell Community Charter, Bailey (Lowell), Greenhalge (Lowell), Murkland (Lowell), Sullivan^ (North Adams), South (Plymouth), West (Plymouth), Lincoln-Hancock (Quincy), Garfield (Revere), Bates (Salem), Seven Hills Charter, Walker (Taunton), Koziol (Ware), Franklin Ave (Westfield), Highland (Westfield), Moseley (Westfield), Goddard (Worcester), Lincoln Street (Worcester), ALL/WPS1 (Worcester)  <b>New to list:</b> Healy (Fall River), Burnham (Haverhill), Lawrence Family Development Charter, Robert M. Hughes Academy Charter, City View (Worcester)
Increase in percentage at benchmark and increase in percentage seriously behind. (upper right quadrant)	3	Ferryway^ (Malden), Brayton^ (North Adams), White Street (Springfield)
Decrease in percentage seriously behind and decrease in percentage at benchmark. (bottom left quadrant)	2	Tenney^ (Methuen), Bentley (Salem)
<b>Overall decline –</b> decrease in percentage at benchmark and increase in percentage seriously behind. (bottom right quadrant)	7	<b>Remaining from Year 4:</b> Milton Bradley (Springfield)  <b>New to list:</b> Sanders Street (Athol-Royalston), Neighborhood House Charter, Morningside (Pittsfield), Gerena (Springfield), Park Avenue (Webster), Webster Middle School

\* Table does not include the Boland school in Springfield which had incomplete GRADE data for spring 2004

^ Appendix D shows change in *weak* or change in *avg/strength* as zero due to rounding

As shown in Table 82, 20 RF cohort 1 schools increased their percentage of students at benchmark by at least 10 percentage points. Ten of these schools were also on the year 4 list of most improved schools. Once again, the N.B. Borden school in Fall River was the most improved with an increase of 32 percentage points. As shown in Table 83, 16 RF cohort 1 schools decreased their percentage of students with serious reading difficulties by at least 10 percentage points. Eight of these schools were also on the year 4 list of most improved schools. The N.B. Borden school in Fall River was the most improved with a decreases of 23 percentage points.

**Table 82: GRADE Assessment - Most Improved RF Cohort 1 Schools.  
Increase in Percentage at Benchmark (2004 vs. 2007) Cross Grade-Level Composite (grades 1-3)**

District	School	Spring 2004		Spring 2007		Change
		Number Tested	% At Benchmark	Number Tested	% At Benchmark	
Fall River	N.B. Borden*	64	47%	68	79%	32
Taunton	Walker*	127	62%	108	89%	27
Chicopee	Stefanik*	196	54%	196	79%	25
Westfield	Franklin Ave*	108	48%	102	69%	21
Westfield	Moseley*	80	68%	95	88%	20
Fall River	Healy	117	48%	122	68%	20
Lawrence	Wetherbee*	235	47%	186	67%	20
Westfield	Highland*	212	48%	148	67%	19
Revere	Garfield	292	62%	290	80%	18
Lawrence	Arlington*	337	38%	310	56%	18
Lowell	Bailey*	274	55%	254	71%	16
Seven Hills Charter		226	55%	222	69%	14
Lowell Community Charter		279	49%	307	63%	14
Lowell	Murkland	278	38%	237	51%	13
Lawrence	Frost	277	55%	285	68%	13
Chicopee	Bowe	190	57%	180	69%	12
Lowell	Greenhalge*	234	59%	235	71%	12
Salem	Bates	200	70%	149	82%	12
Gill-Montague	Sheffield	51	61%	44	73%	12
Boston Renaissance Charter		467	62%	483	72%	10

\* Schools marked with an asterisk were also on the year 4 list of most improved schools

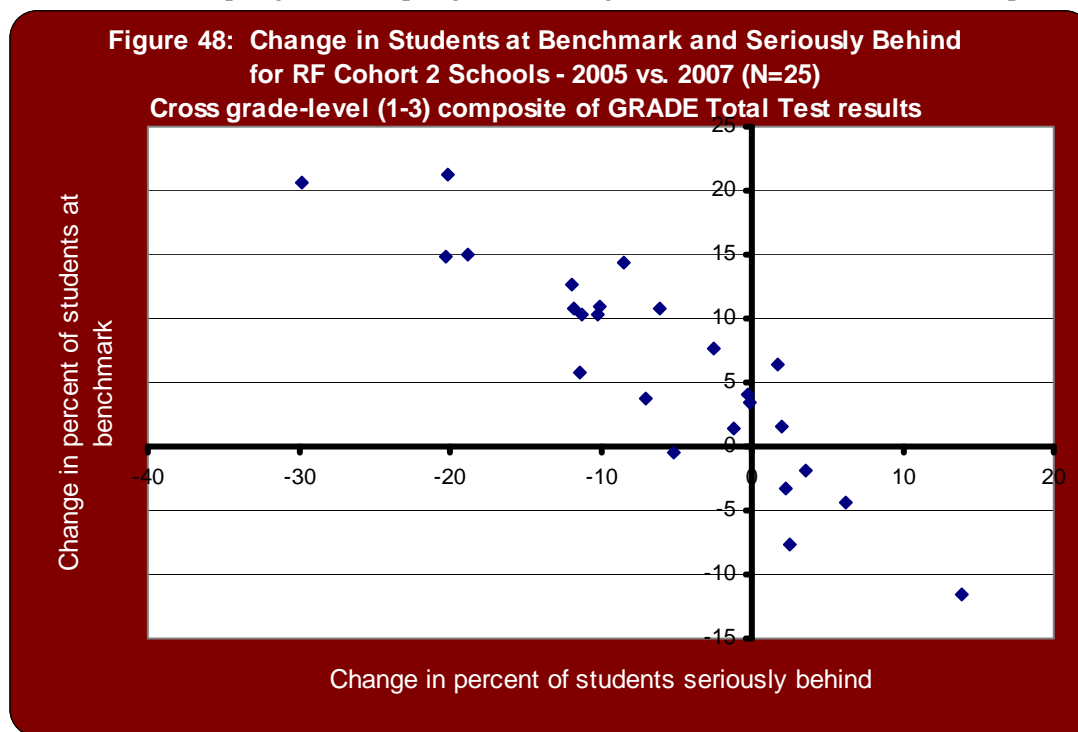
**Table 83: GRADE Assessment - Most Improved RF Cohort 1 Schools.  
Decrease in Percentage Weak (2004 vs. 2007) Cross Grade-Level Composite (grades 1-3)**

District	School	Spring 2004		Spring 2007		Change
		Number Tested	% Weak	Number Tested	% Weak	
Fall River	N.B. Borden*	64	27%	68	4%	-23
Chicopee	Stefanik*	196	29%	196	8%	-21
Fall River	Healy	117	37%	122	16%	-21
Taunton	Walker*	127	23%	108	4%	-19
Westfield	Highland*	212	33%	148	14%	-19
Seven Hills Charter		226	30%	222	12%	-18
Westfield	Franklin Ave	108	30%	102	12%	-18
Lawrence	Arlington*	337	42%	310	25%	-17
Lawrence	Wetherbee	235	34%	186	18%	-16
Lowell	Murkland*	278	42%	237	30%	-12
Revere	Garfield	292	21%	290	10%	-11
Chicopee	Bowe	190	27%	180	16%	-11
Westfield	Moseley*	80	18%	95	7%	-11
Gill-Montague	Hillcrest	102	28%	91	18%	-10
Salem	Bates	200	19%	149	9%	-10
Lowell	Greenhalge*	234	27%	235	17%	-10

\* Schools marked with an asterisk were also on the year 4 list of most improved schools

### RF Cohort 2 Changes

Figure 48 illustrates the school-level changes in percentage of students seriously behind and percentage of students at benchmark from spring 2005 to spring 2007 among RF cohort 2 schools. Each dot represents a school.



As shown in Table 84, 17 RF cohort 2 schools have both decreased the percentage of students who are seriously behind and increased the percentage of students at benchmark. They represent 68 percent of the RF cohort 2 schools. This is a net decrease of one school from the prior year resulting from three schools improving into the quadrant and four schools falling out of it. The schools moving out of the upper left quadrant were Mendell, Stone, Trotter, and Fall Brook<sup>33</sup>.

Two schools increased the percentage of students at benchmark but also showed an increase in the percentage of students seriously behind. For Stone this represents a decline from the prior year when it showed an overall improvement. The other school, Golden Hill, remained in this category from the prior year.

One school, Trotter, decreased the percentage of students seriously behind but also showed a decrease in the percentage of students at benchmark. This represents a decline from the prior year when it showed an overall improvement.

Five schools had an overall drop in performance with decreases in the percentage of students at benchmark and increases in the percentage of students seriously behind. Compared to the prior year this is a net increase of one school resulting from two schools improving out of the quadrant and three schools falling into it. The schools improving out of the bottom right quadrant were E.N. White and Ingalls. Two of the schools entering this quadrant, Mendell and Fall Brook, were previously in the group of schools showing an overall improvement.

<sup>33</sup> The Slade school in Fall River also appeared on this list in the Year 4 report, but that school has since closed.

**Table 84: Overall Change in GRADE Performance Among Cohort 2 Schools 2005 vs. 2007  
Cross Grade-Level Composite (grades 1-3)**

Description/Quadrant	# of schools	Names of Schools
<b>Overall improvement</b> – increase in percentage at benchmark and decrease in percentage seriously behind. (upper left quadrant)	17	<b>Remaining from Year 4:</b> Agassiz (Boston), Condon (Boston), Dever (Boston), Harvard-Kent (Boston), Orchard Gardens (Boston), Perkins (Boston), Tobin (Boston), Kelly (Holyoke), Parthum (Lawrence), Harrington (Lynn), Carney (New Bedford), Hayden-McFadden (New Bedford), East Somerville Community School, Homer St (Springfield) <b>New to list:</b> Berkowitz^ (Chelsea), E.N. White^ (Holyoke), Ingalls (Lynn)
Increase in percentage at benchmark and increase in percentage seriously behind. (upper right quadrant)	2	Stone (Boston), Golden Hill (Haverhill)
Decrease in percentage seriously behind and decrease in percentage at benchmark. (bottom left quadrant)	1	Trotter (Boston)
<b>Overall decline</b> – decrease in percentage at benchmark and increase in percentage seriously behind. (bottom right quadrant)	5	<b>Remaining from Year 4:</b> Eliot (Boston), H.B. Lawrence (Holyoke), <b>New to list:</b> Mendell (Boston), Otis (Boston), Fall Brook (Leominster)

^ Appendix C shows change as zero due to rounding

As shown in Table 85, 11 RF cohort 2 schools increased their percentage of students at benchmark by at least 10 percentage points. Four of these schools were also on the year 4 list of most improved schools. The Harvard-Kent school in Boston and the Kelly school in Holyoke were the most improved, each with increases of 21 percentage points.

**Table 85: GRADE Assessment - Most Improved RF Cohort 2 Schools.  
Increase in Percentage at Benchmark (2005 vs. 2007) Cross Grade-Level Composite (grades 1-3)**

District	School	Spring 2005		Spring 2007		Change
		Number Tested	% At Benchmark	Number Tested	% At Benchmark	
Boston	Harvard Kent*	231	48%	218	69%	21
Holyoke	Kelly	213	23%	149	44%	21
Springfield	Homer Street	206	47%	163	62%	15
Boston	Tobin	161	31%	159	46%	15
Boston	Perkins	112	52%	107	66%	14
Boston	Orchard Gardens*	189	29%	197	42%	13
Somerville	East Somerville*	208	52%	224	63%	11
Lynn	Ingalls	249	49%	231	60%	11
New Bedford	Hayden-McFadden	312	48%	264	59%	11
Boston	Agassiz	300	47%	286	57%	10
Boston	Condon*	289	48%	276	58%	10

\* Schools marked with an asterisk were also on the year 4 list of most improved schools

As shown in Table 86, 10 RF cohort 2 schools decreased their percentage of students with serious reading difficulties by at least 10 percentage points. Four of these schools were also on the year 4 list of most improved schools. The Kelly school in Holyoke was the most improved with a decrease of 30 percentage points.

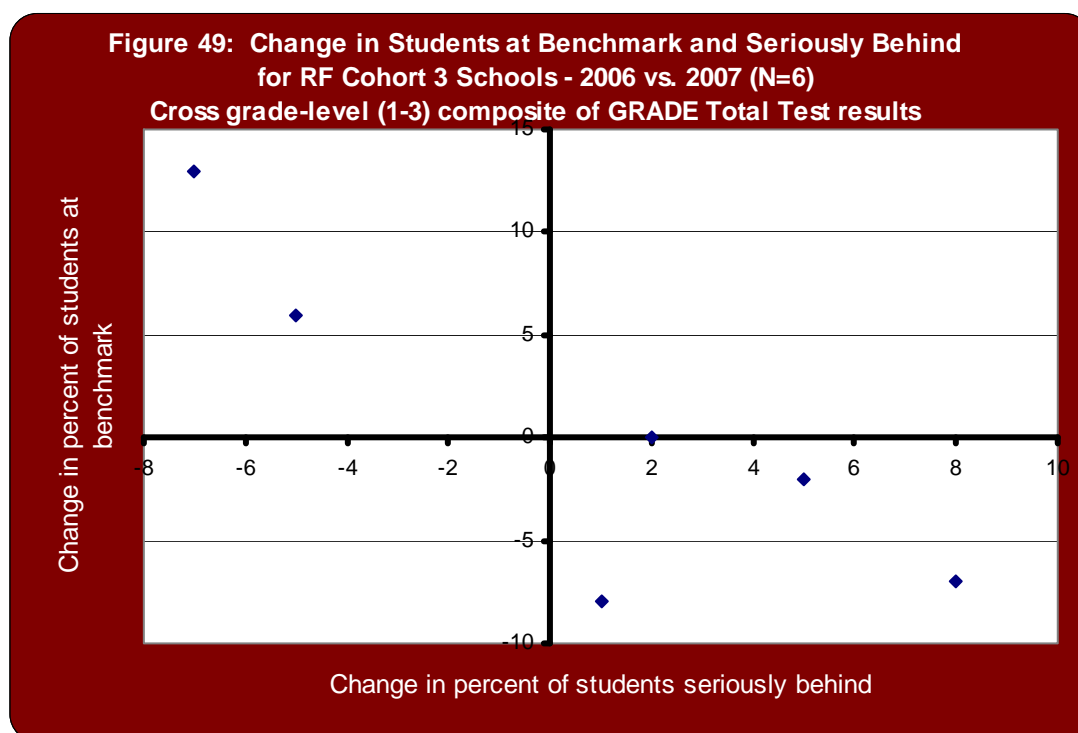
**Table 86: GRADE Assessment - Most Improved RF Cohort 2 Schools.  
Decrease in Percentage Weak (2005 vs. 2007) Cross Grade-Level Composite (grades 1-3)**

District	School	Spring 2005		Spring 2007		Change
		Number Tested	% Weak	Number Tested	% Weak	
Holyoke	Kelly	213	62%	149	32%	-30
Boston	Tobin*	161	53%	159	33%	-20
Boston	Harvard Kent*	231	38%	218	18%	-20
Springfield	Homer Street*	206	39%	163	20%	-19
Boston	Orchard Gardens	189	53%	197	41%	-12
Lynn	Ingalls	249	33%	231	21%	-12
Boston	Dever	279	41%	240	30%	-11
Boston	Condon	289	33%	276	22%	-11
Boston	Agassiz	300	35%	286	25%	-10
Somerville	East Somerville*	208	31%	224	21%	-10

\* Schools marked with an asterisk were also on the year 4 list of most improved schools

### RF Cohort 3 Changes

Figure 49 illustrates the school-level changes in percentage of students seriously behind and percentage of students at benchmark from spring 2006 to spring 2007 among RF cohort 3 schools. Each dot represents a school.



As shown in Table 87, two RF cohort 3 schools have both decreased the percentage of students who are seriously behind and increased the percentage of students at benchmark. They represent 33 percent of the RF cohort 3 schools. None of the schools had mixed results as represented by the upper right and bottom left quadrants. The

remaining four schools showed an overall drop in performance with decreases in the percentage of students at benchmark and increases in the percentage of students seriously behind.

**Table 87: Overall Change in GRADE Performance Among RF Cohort 3 Schools 2006 vs. 2007 Cross Grade-Level Composite (grades 1-3)**

Description/Quadrant	# of schools	Names of Schools
<b>Overall improvement</b> – increase in percentage at benchmark and decrease in percentage seriously behind. (upper left quadrant)	2	Community Day Charter School, Baldwinville (Narragansett)
<b>Overall decline</b> – decrease in percentage at benchmark and increase in percentage seriously behind. (bottom right quadrant)	4	Newton^ (Greenfield), Charlton Street (Southbridge), Eastford Rd (Southbridge), Coburn (West Springfield)

^ Appendix D shows change as zero due to rounding

As shown in Tables 88 and 89, Community Day Charter increased its percentage at benchmark by 13 points and decreased its percentage with difficulties by seven points. Baldwinville increased its percentage at benchmark by six points and decreased its percentage with difficulties by five points.

**Table 88: GRADE Assessment - Most Improved RF Cohort 3 Schools. Increase in Percentage at Benchmark (2006 vs. 2007) Cross Grade-Level Composite (grades 1-3)**

District	School	Spring 2006		Spring 2007		Change
		Number Tested	% At Benchmark	Number Tested	% At Benchmark	
Community Day Charter		94	69%	72	82%	13
Narragansett	Baldwinville	136	83%	128	89%	6

**Table 89: GRADE Assessment - Most Improved RF Cohort 3 Schools. Decrease in Percentage Weak (2006 vs. 2007) Cross Grade-Level Composite (grades 1-3)**

District	School	Spring 2006		Spring 2007		Change
		Number Tested	% Weak	Number Tested	% Weak	
Community Day Charter		94	17%	72	10%	-7
Narragansett	Baldwinville	136	10%	128	5%	-5

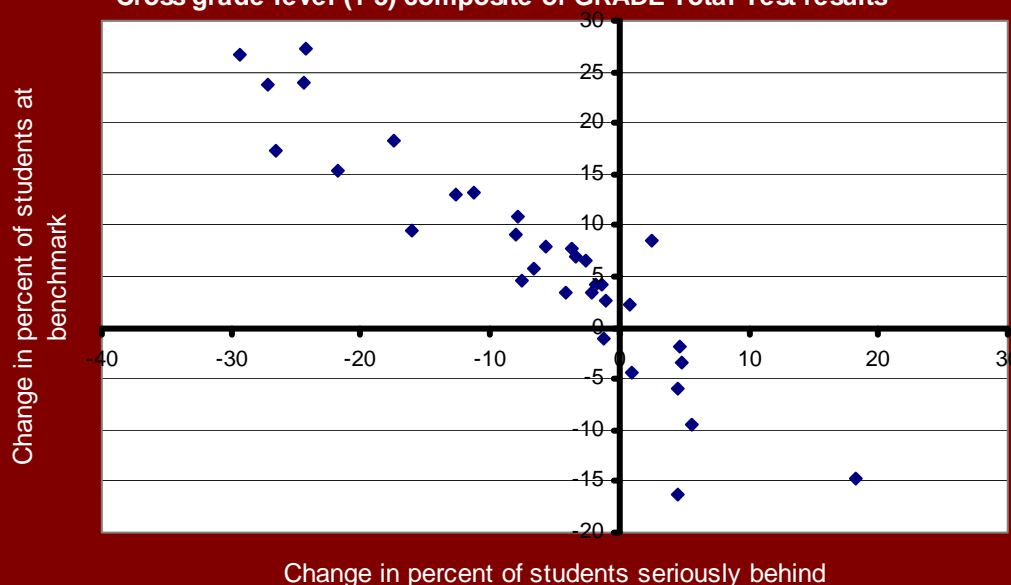
### JSER cohorts 1 and 2 changes

Figure 50 illustrates the school-level changes in percentage of students seriously behind and percentage of students at benchmark from spring 2006 to spring 2007 among JSER schools. Each dot represents a school.

As shown in Table 90, 23 JSER schools have both decreased the percentage of students who are seriously behind and increased the percentage of students at benchmark. They represent 70 percent of the JSER schools. Two of the schools showed an increase in the percentage of students at benchmark, but also an increase in the percentage seriously behind. One showed a decrease in the percentage of students seriously behind, but also a decrease in the percentage at benchmark. The remaining seven schools showed an overall drop in performance with decreases in the percentage of students at benchmark and increases in the percentage of students seriously behind.



**Figure 50: Change in Students at Benchmark and Seriously Behind for JSER Cohort 1 and Cohort 2 Schools - 2006 vs. 2007 (N=33)**  
**Cross grade-level (1-3) composite of GRADE Total Test results**



**Table 90: Overall Change in GRADE Performance Among JSER Cohort 1 and Cohort 2 Schools 2006 vs. 2007 Cross Grade-Level Composite (grades 1-3)**

Description/Quadrant	# of schools	Names of Schools
<b>Overall improvement</b> – increase in percentage at benchmark and decrease in percentage seriously behind. (upper left quadrant)	23	Bates (Boston), O'Donnell (Boston), Huntington (Brockton), Sokolowski (Chelsea), Selser (Chicopee), Maple (Easthampton), North End (Fall River), Small (Fall River), Silver Hill (Haverhill), Morgan (Holyoke), Guilmette (Lawrence), Northwest (Leominster), Morey (Lowell), Varnum (Lowell), Kane (Marlboro), Timony (Methuen), Paul Revere (Revere), Horace Mann (Salem), DeBerry (Springfield), Hammond (Wareham), Canterbury Street (Worcester), Chandler Magnet (Worcester)
Increase in percentage at benchmark and increase in percentage seriously behind. (upper right quadrant)	2	C.T. Plunkett (Adams-Cheshire), Brightwood (Springfield)
Decrease in percentage seriously behind and decrease in percentage at benchmark. (bottom left quadrant)	1	Fuller (Gloucester)
<b>Overall decline</b> – decrease in percentage at benchmark and increase in percentage seriously behind. (bottom right quadrant)	7	Sauter (Gardner), Ottiwell (New Bedford), Greylock (North Adams), Conte (Pittsfield), Snug Harbor (Quincy), Leddy (Taunton), Gibbs (Westfield)

^ Appendix C shows change as zero due to rounding

As shown in Table 91, from 2006 to 2007, 11 JSER schools increased their percentage of students at benchmark by at least 10 percentage points. All of them were from JSER cohort 2. The Selser school in Chicopee and the O'Donnell school in Boston were the most improved, each with increases of 27 percentage points.

**Table 91: GRADE Assessment - Most Improved JSER Schools (cohorts 1 and 2)**  
**Increase in Percentage at Benchmark (2006 vs. 2007) Cross Grade-Level Composite (grades 1-3)**

Cohort	District	School	Spring 2006		Spring 2007		Change
			N	% A/S	N	% A/S	
JSER 2	Chicopee	Selser	237	50%	195	77%	27
JSER 2	Boston	O'Donnell	154	39%	122	66%	27
JSER 2	Lowell	Morey	298	43%	235	67%	24
JSER 2	Fall River	Small	140	43%	102	67%	24
JSER 2	Boston	Bates	177	49%	130	67%	18
JSER 2	Easthampton	Maple	169	52%	114	69%	17
JSER 2	Worcester	Chandler Magnet	209	24%	123	40%	15
JSER 2	Worcester	Canterbury St.	179	28%	137	42%	13
JSER 2	Lowell	Varnum Arts	127	53%	111	66%	13
JSER 2	Revere	Paul Revere	191	66%	169	77%	11
JSER 2	Holyoke	Morgan	315	24%	206	34%	10

As shown in Table 92, from 2006 to 2007, 10 JSER schools decreased their percentage of students with serious reading difficulties by at least 10 percentage points. All of them were from JSER cohort 2. The O'Donnell school in Boston was the most improved, each a decrease of 29 percentage points.

**Table 92: GRADE Assessment - Most Improved JSER Schools (cohorts 1 and 2)**  
**Decrease in Percentage Weak (2006 vs. 2007) Cross Grade-Level Composite (grades 1-3)**

Cohort	District	School	Spring 2006		Spring 2007		Change
			Number Tested	% Weak	Number Tested	% Weak	
JSER 2	Boston	O'Donnell	154	47%	122	18%	-29
JSER 2	Fall River	Small	140	43%	102	16%	-27
JSER 2	Easthampton	Maple	169	41%	114	15%	-27
JSER 2	Lowell	Morey	298	46%	235	21%	-24
JSER 2	Chicopee	Selser	237	35%	195	11%	-24
JSER 2	Worcester	Chandler Magnet	209	63%	123	41%	-22
JSER 2	Boston	Bates	177	39%	130	22%	-17
JSER 2	Holyoke	Morgan	315	63%	206	47%	-16
JSER 2	Lowell	Varnum Arts	127	31%	111	18%	-13
JSER 2	Worcester	Canterbury St.	179	54%	137	42%	-11

## MCAS Performance

### Highlights

Eight schools met at least two of the following criteria: among the highest proficiency rates on the 2007 assessment, among the lowest warning rates on the 2007 assessment, most improved (proficiency and/or warning) from baseline to 2007. They were: Boston Renaissance Charter, Stefanik (Chicopee), N.B. Borden (Fall River), Greylock (North Adams), South Elementary (Plymouth), Garfield (Revere), Coburn (West Springfield), and Moseley (Westfield).

### 2007 Top Performers

As shown in Tables 93 and 94, 11 schools had third grade MCAS proficiency rates equal or better than the statewide rate of 59 percent and 10 had warning rates lower than five percent. Four of the schools – South Elementary, Coburn, Stefanik, and Greylock – appear on both lists.

Table 93: 2007 Reading MCAS Proficiency Top Performing Schools			
District	School	Cohort	Proficiency Rate
Westfield	Moseley	RF1	68%
Plymouth	South*	RF1	67%
Boston Renaissance Charter		RF1	67%
Revere	Garfield	RF1	67%
West Springfield	Coburn	RF1	64%
Cambridge	Haggerty	RF1	62%
Chicopee	Stefanik	RF1	62%
Malden	Ferryway	RF1	61%
North Adams	Greylock	JSER2	61%
Haverhill	Silver Hill	JSER2	59%
Plymouth	West*	RF1	59%

\* Schools marked with an asterisk were also on the year 4 list of top performers

Table 94: 2007 Reading MCAS Warning Top Performing Schools			
District	School	Cohort	Warning Rate
Fall River	N.B. Borden	RF1	0%
Taunton	Leddy	JSER2	0%
Chicopee	Stefanik	RF1	2%
West Springfield	Coburn*	RF3	2%
North Adams	Greylock	JSER2	3%
Plymouth	South*	RF1	3%
Quincy	Snug Harbor	JSER2	3%
Fall River	Laurel Lake	RF1	3%
Gardner	Sauter*	JSER1	4%
Marlborough	Kane	JSER2	4%

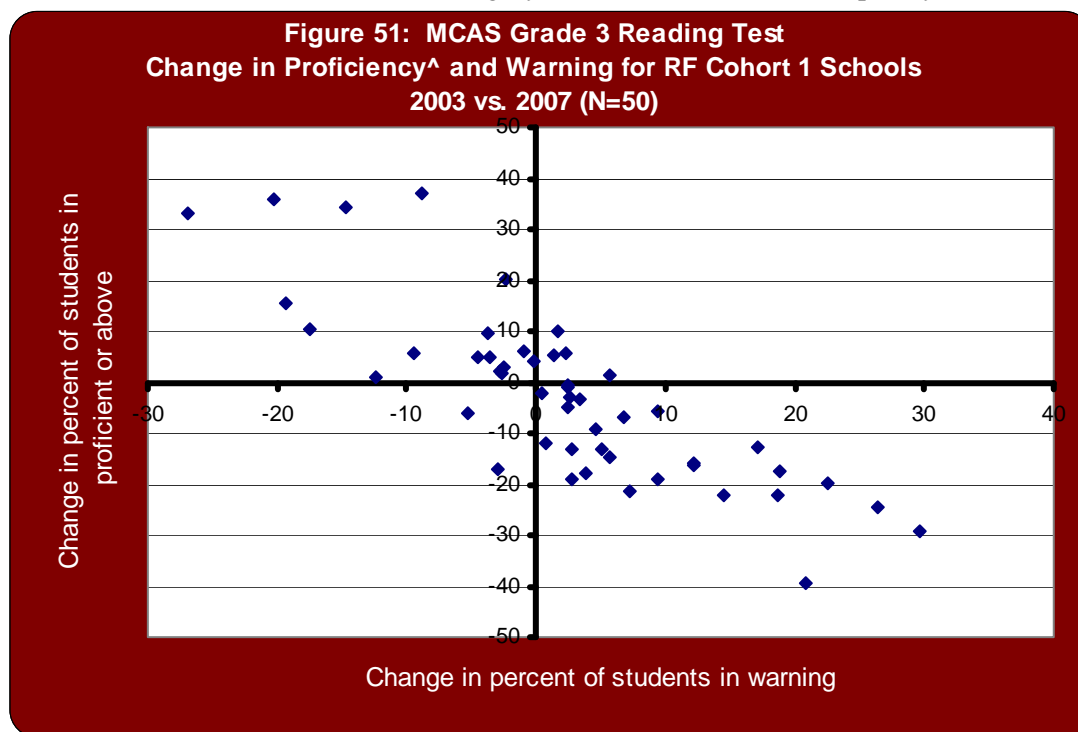
\* Schools marked with an asterisk also had warning rates of 5% or less in 2006

### RF Cohort 1 changes

Figure 51 illustrates the school-level changes in percentage of students at the warning level and percentage of students at the proficient level on the MCAS third grade reading test from 2003 to 2007 among RF cohort 1 schools. Each dot represents a school.

As shown in Table 95, 17 schools both decreased the percentage of students in the warning category and increased the percentage of students in the proficient category. They represent 34% of the RF cohort 1 schools enrolling third graders. Among them, 11 returned to this category from the prior year and six were new. Four schools increased their percentage of students in the proficient category but also showed an increase in the percentage of students in the warning category. For two schools, Ferryway and Walker, this marked an improvement from overall decline the previous year. Bowe, remained in this category from the prior year and Sullivan moved from overall improvement the prior year. Two schools decreased the percentage of students in the warning category, but also decreased the percentage of students in the proficient category. For Laurel Lake this marked an improvement from overall decline the previous year. Sheffield remained in this category from the prior

year. Finally, 27 schools (54 percent of RF cohort 1) had an overall drop in MCAS performance with increases in the percentage of students in the warning category and decreases the percentage of students in the proficient category. Of them, 11 schools were new to this category and 16 remained from the prior year.



<sup>^</sup> 2007 Proficiency Includes Proficient and Above Proficient

**Table 95: Overall Change in MCAS Grade 3 Reading Performance Among RF Cohort 1 Schools - 2003 vs. 2007**

Description/Quadrant	# of schools	Names of Schools
<b>Overall improvement</b> – increase in proficiency and decrease in warning. (upper left quadrant)	17	<b>Remaining from Year 4:</b> Sanders Street (Athol-Royalston), Davis (Brockton), Stefanik (Chicopee), N.B. Borden (Fall River), Arlington (Lawrence), Wetherbee (Lawrence), Lowell Community Charter, Greenhalge (Lowell), Brayton <sup>^</sup> (North Adams), Garfield (Revere), Bates (Salem) <b>New to list:</b> Boston Renaissance Charter, Downey (Brockton), Healy (Fall River), Frost (Lawrence), Highland (Westfield), Moseley (Westfield)
Increase in proficiency and increase in warning. (upper right quadrant)	4	Bowe (Chicopee), Ferryway (Malden), Sullivan (North Adams), Walker (Taunton)
Decrease in warning and decrease in proficiency. (bottom left quadrant)	2	Laurel Lake (Fall River), Sheffield (Gill-Montague)

**Table 95 (continued): Overall Change in MCAS Grade 3 Reading Performance Among RF Cohort 1 Schools - 2003 vs. 2007**

Description/Quadrant	# of schools	Names of Schools
<b>Overall decline</b> – decrease in proficiency and increase in warning. (bottom right quadrant)	27	<p><b>Remaining from Year 4:</b> Haggerty (Cambridge), Doran (Fall River), Tenney (Methuen), Morningside (Pittsfield), South (Plymouth), Lincoln-Hancock (Quincy), Robert M. Hughes Academy Charter, Bentley (Salem), Boland (Springfield), Gerena (Springfield), White Street (Springfield), Koziol (Ware), Webster Middle School, City View (Worcester), Goddard (Worcester), Lincoln Street (Worcester)</p> <p><b>New to list:</b> Kelly (Chelsea), Pentucket Lake (Haverhill), Lawrence Family Development Charter<sup>^</sup>, Murkland (Lowell), Bailey (Lowell), Neighborhood House Charter, West (Plymouth), Seven Hills Charter, Milton Bradley (Springfield), Franklin Ave (Westfield), ALL/WPS1 (Worcester)</p>

<sup>^</sup> Due to rounding, Appendix G shows change in weak or change in proficiency as zero.

As shown in Table 96, 21 RF cohort 1 schools increased their proficiency rate by at least one percentage point. This is notable given the overall decline in proficiency rates both statewide and among Reading First students as a whole. Thirteen of these schools were also on last year's most improved list. Six improved their proficiency by more than 10 percentage points. They were: Garfield (37 points), Stefanik (36 points), Lowell Community Charter (34 points) N.B. Borden (33 points), Boston Renaissance Charter (20 points), Arlington (16 points).

**Table 96: MCAS Grade 3 Reading -- Most Improved RF Cohort 1 Schools. Increase in Proficiency (2003 vs. 2007)**

District	School	Spring 2003		Spring 2007		Change
		Number Tested	% Proficient	Number Tested	% Proficient	
Revere	Garfield*	88	30%	84	67%	37
Chicopee	Stefanik*	78	26%	65	62%	36
Lowell Community Charter*		41	7%	96	42%	34
Fall River	N.B. Borden*	26	19%	23	52%	33
Boston Renaissance Charter		167	47%	139	67%	20
Lawrence	Arlington*	116	10%	80	25%	16
Lawrence	Wetherbee*	42	26%	52	37%	10
Chicopee	Bowe*	70	26%	53	36%	10
Westfield	Moseley	31	58%	34	68%	10
Athol-Royalston	Sanders Street*	35	40%	39	46%	6
Fall River	Healy	35	43%	39	49%	6
North Adams	Sullivan*	54	44%	46	50%	6
Taunton	Walker	44	48%	34	53%	5
Salem	Bates*	40	35%	55	40%	5
Lowell	Greenhalge*	83	33%	72	38%	5
North Adams	Brayton*	68	47%	43	51%	4
Westfield	Highland	77	49%	46	52%	3
Brockton	Davis*	108	40%	100	42%	2
Brockton	Downey	107	36%	75	37%	2
Malden	Ferryway	91	59%	69	61%	2
Lawrence	Frost	110	34%	95	35%	1

\* Schools marked with an asterisk were also on the year 4 list of most improved schools

As shown in Table 97, 10 RF cohort 1 schools decreased their warning rate by at least five percentage points. Seven of these schools were on last year's most improved list. Top performers in this area were: N.B. Borden (27 points), Stefanik (20 points), Arlington (19 points), Wetherbee (18 points), and Lowell Community Charter (15 points).

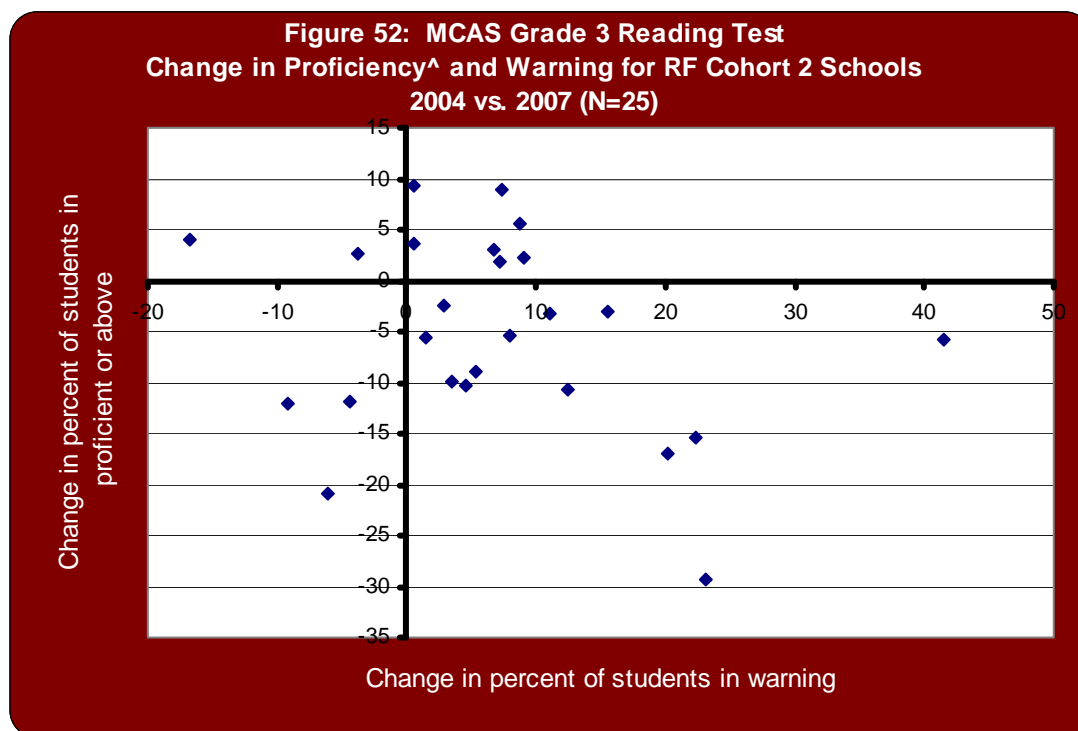
**Table 97: MCAS Grade 3 Reading -- Most Improved RF Cohort 1 Schools.  
Decrease in Warning (2003 vs. 2007)**

District	School	Spring 2003		Spring 2007		Change
		Number Tested	% Warning	Number Tested	% Warning	
Fall River	N.B. Borden*	26	26.9%	23	0.0%	-27
Chicopee	Stefanik*	78	21.8%	65	1.5%	-20
Lawrence	Arlington*	116	43.1%	80	23.8%	-19
Lawrence	Wetherbee*	42	31.0%	52	13.5%	-18
Lowell Community Charter*		41	36.6%	96	21.9%	-15
Lawrence	Frost*	110	28.2%	95	15.8%	-12
Fall River	Healy	35	17.1%	39	7.7%	-9
Revere	Garfield	88	13.6%	84	4.8%	-9
Fall River	Laurel Lake	36	8.3%	32	3.1%	-5
Lowell	Greenhalge*	83	25.3%	72	20.8%	-5

\* Schools marked with an asterisk were also on the year 4 list of most improved schools

### RF Cohort 2 Changes

Figure 52 illustrates the school-level changes in percentage of students at the warning level and percentage of students at the proficient level on the MCAS third grade reading test from 2004 to 2007 among RF cohort 2 schools. Each dot represents a school.



<sup>^</sup> 2007 Proficiency Includes Proficient and Above Proficient

As shown in Table 98, Agassiz and Fall Brook both decreased the percentage of students in the warning category and increased the percentage of students in the proficient category, both were in this category in the prior year. This is a net decrease of four schools from the prior year. Seven schools increased their percentage of students in the proficient category but also showed an increase in the percentage of students in the warning category – a net increase of four schools from the prior year. Another three schools decreased the percentage of students in the warning category, but also decreased the percentage of students in the proficient category. Finally, 13 schools (more than half of RF cohort 2) had an overall drop in MCAS performance with increases in the percentage of students in the warning category and decreases the percentage of students in the proficient category. Eleven of these schools were in this category in the prior year and two moved from mixed performance to overall decline.

**Table 98: Overall Change in MCAS Grade 3 Reading Performance Among RF Cohort 2 Schools - 2004 vs. 2007**

Description/Quadrant	# of schools	Names of Schools
<b>Overall improvement</b> – increase in proficiency and decrease in warning. (upper left quadrant)	2	<b>Remaining from Year 4:</b> Agassiz (Boston), Fall Brook (Leominster)
Increase in proficiency and increase in warning. (upper right quadrant)	7	Condon (Boston), Dever (Boston), Kelly (Holyoke), E.N. White (Holyoke), Ingalls (Lynn), Hayden-McFadden (New Bedford), Homer St. (Springfield)
Decrease in warning and decrease in proficiency. (bottom left quadrant)	3	Eliot (Boston), Carney (New Bedford), East Somerville Community School
<b>Overall decline</b> – decrease in proficiency and increase in warning. (bottom right quadrant)	13	<b>Remaining from Year 4:</b> Harvard Kent (Boston), Mendell (Boston), Orchard Gardens (Boston), Otis (Boston), Perkins (Boston), Stone (Boston), Tobin (Boston), Berkowitz (Chelsea), H.B. Lawrence (Holyoke), Parthum (Lawrence), Harrington (Lynn) <b>New to list:</b> Trotter (Boston), Golden Hill (Haverhill),

As shown in Table 99, nine RF cohort 2 schools increased their proficiency rate by at least one percentage point. Five were also on last year's list of most improved. Three improved their proficiency by more than five percentage points. They were: Ingalls (9 points), Homer Street (9 points), and Kelly in Holyoke (6 points).

**Table 99: MCAS Grade 3 Reading -- Most Improved RF Cohort 2 Schools. Increase in Proficiency (2004 vs. 2007)**

District	School	Spring 2004		Spring 2007		Change
		Number Tested	% Proficient	Number Tested	% Proficient	
Lynn	Ingalls	88	26.1%	82	35.4%	9
Springfield	Homer Street*	75	28.0%	46	37.0%	9
Holyoke	Kelly*	65	9.2%	47	14.9%	6
Boston	Agassiz	105	9.5%	103	13.6%	4
New Bedford	Hayden-McFadden	81	29.6%	84	33.3%	4
Boston	Dever*	84	27.4%	69	30.4%	3
Leominster	Fall Brook*	152	50.7%	124	53.2%	3
Holyoke	White*	60	25.0%	44	27.3%	2
Boston	Condon	94	21.3%	95	23.2%	2

\* Schools marked with an asterisk were also on the year 4 list of most improved schools



As shown in Table 100, three RF cohort 2 schools decreased their warning rate by more than five percentage points. Agassiz, which decreased its warning rate by 17 percentage points was also on last year's list of most improved.

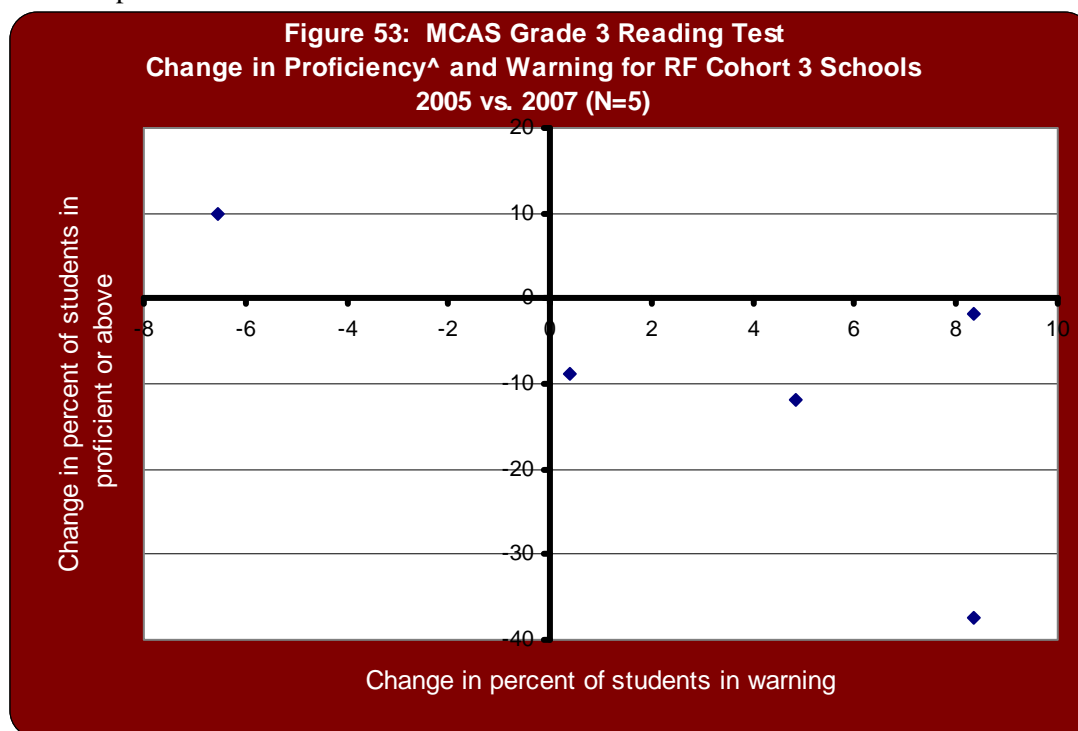
**Table 100: MCAS Grade 3 Reading -- Most Improved RF Cohort 2 Schools. Decrease in Warning (2004 vs. 2007)**

District	School	Spring 2004		Spring 2007		Change
		Number Tested	% Warning	Number Tested	% Warning	
Boston	Agassiz*	105	37.1%	103	20.4%	-17
Boston	Eliot	32	43.8%	26	34.6%	-9
New Bedford	Carney	91	11.0%	82	4.9%	-6

\* Schools marked with an asterisk were also on the year 4 list of most improved schools

### RF Cohort 3 Changes

Figure 53 illustrates the school-level changes in percentage of students at the warning level and percentage of students at the proficient level on the MCAS third grade reading test from 2005 to 2007 among RF cohort 3 schools. Each dot represents a school.



<sup>^</sup> 2007 Proficiency Includes Proficient and Above Proficient

As shown in Table 101, only the Coburn school decreased the percentage of students in the warning category (by seven percentage points) and increased the percentage of students in the proficient category (by 10 percentage points). The four remaining RF cohort 3 schools had an overall drop in MCAS performance with increases in the percentage of students in the warning category and decreases the percentage of students in the proficient category.

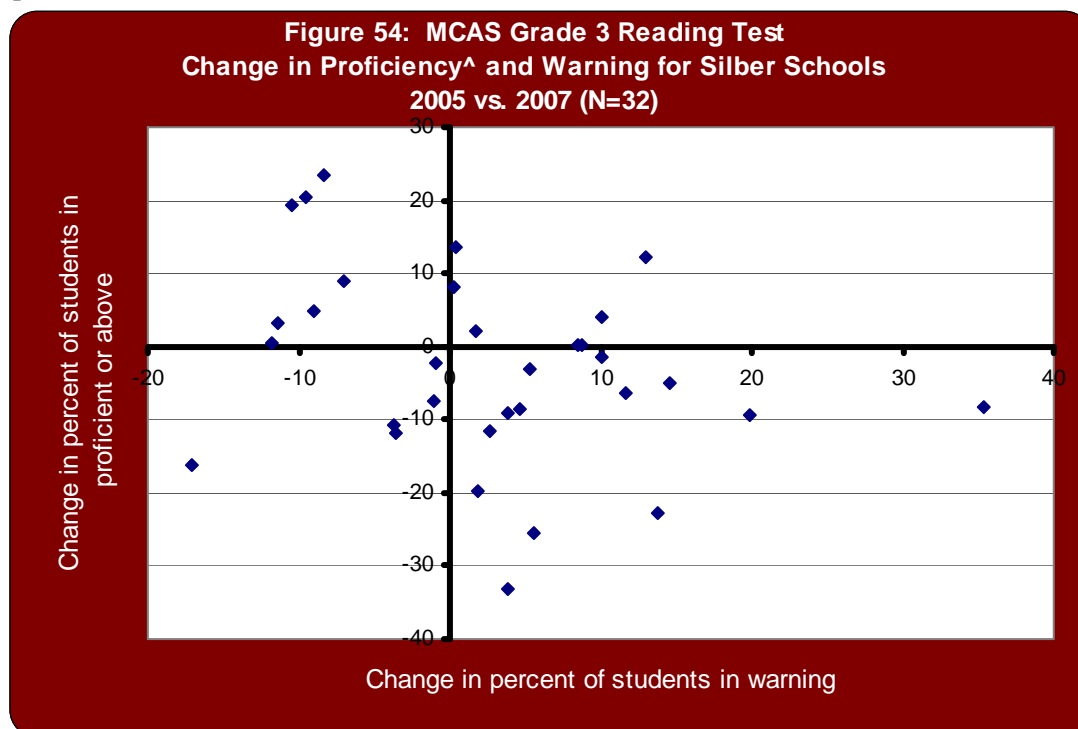
**Table 101: Overall Change in MCAS Grade 3 Reading Performance Among RF Cohort 3 Schools - 2005 vs. 2007**

Description/Quadrant	# of schools	Names of Schools
<b>Overall improvement</b> – increase in proficiency and decrease in warning. (upper left quadrant)	1	Coburn (West Springfield)
<b>Overall decline</b> – decrease in proficiency and increase in warning. (bottom right quadrant)	4	Community Day Charter, Newton (Greenfield), Baldwinville^ (Narragansett), Charlton Street (Southbridge)

^ Due to rounding, Appendix G shows change in weak or change in proficiency as zero.

### JSER cohorts 1 and 2 changes

Figure 54 illustrates the school-level changes in percentage of students at the warning level and percentage of students at the proficient level on the MCAS third grade reading test from 2005 to 2007 among Silber schools. Each dot represents a school.



As shown in Table 102, seven Silber schools both decreased the percentage of students in the warning category and increased the percentage of students in the proficient category. Another seven schools increased their percentage of students in the proficient category but also showed an increase in the percentage of students in the warning category. Five schools decreased the percentage of students in the warning category, but also decreased the percentage of students in the proficient category. Finally, 13 schools (about 40% of Silber schools) had an overall drop in MCAS performance with increases in the percentage of students in the warning category and decreases the percentage of students in the proficient category.

**Table 102: Overall Change in MCAS Grade 3 Reading Performance Among Silber Schools - 2005 vs. 2007**

Description/Quadrant	# of schools	Names of Schools
<b>Overall improvement</b> – increase in proficiency and decrease in warning. (upper left quadrant)	7	Bates (Boston), O'Donnell (Boston), North End (Fall River), Timony (Methuen), Greylock (North Adams), Horace Mann (Salem), Chandler Magnet^ (Worcester)
Increase in proficiency and increase in warning. (upper right quadrant)	7	Sokolowski (Chelsea), Selser (Chicopee), Maple^ (Easthampton), Guilmette^ (Lawrence), Morey^ (Lowell), Varnum Arts^ (Lowell), Brightwood (Springfield)
Decrease in warning and decrease in proficiency. (bottom left quadrant)	5	Small (Fall River), Northwest (Leominster), Kane (Marlborough), Snug Harbor (Quincy), Leddy (Taunton)
<b>Overall decline</b> – decrease in proficiency and increase in warning. (bottom right quadrant)	13	C.T. Plunkett (Adams-Cheshire), Huntington (Brockton), Sauter (Gardner), Fuller (Gloucester), Silver Hill (Haverhill), Morgan (Holyoke), Ottiwell (New Bedford), Conte (Pittsfield), Paul Revere (Revere), DeBerry Springfield, Minot Forest (Wareham) Gibbs (Westfield), Canterbury Street (Worcester)

As shown in Table 103, 11 Silber schools increased their proficiency rate by at least one percentage point. Five improved their proficiency by more than 10 percentage points. They were: O'Donnell (24 points), Horace Mann (20 points), Phineas Bates (19 points), Varnum Arts (14 points), Brightwood (12 points).

**Table 103: MCAS Grade 3 Reading -- Most Improved Silber Schools. Increase in Proficiency (2005 vs. 2007)**

Cohort	District	School	Spring 2005		Spring 2007		Change
			Number Tested	% Proficient	Number Tested	% Proficient	
JSER2	Boston	O'Donnell	33	15.2%	31	38.7%	24
JSER2	Salem	Horace Mann	35	34.3%	42	54.8%	20
JSER2	Boston	Bates	43	25.6%	40	45.0%	19
JSER2	Lowell	Varnum Arts	38	31.6%	31	45.2%	14
JSER2	Springfield	Brightwood	48	27.1%	51	39.2%	12
JSER2	North Adams	Greylock	31	51.6%	38	60.5%	9
JSER2	Lawrence	Guilmette	113	15.9%	112	24.1%	8
JSER2	Methuen	Timony	151	51.7%	145	56.6%	5
JSER2	Chicopee	Selser	55	38.2%	52	42.3%	4
JSER2	Fall River	North End	64	29.7%	67	32.8%	3
JSER2	Chelsea	Sokolowski	112	25.9%	89	28.1%	2

As shown in Table 104, eight Silber schools decreased their warning rate by more than five percentage points. Three decreased their warning rates by more than 10 percentage points. They were: Leddy (17 points), Chandler Magnet (12 points), and North End (11 points).

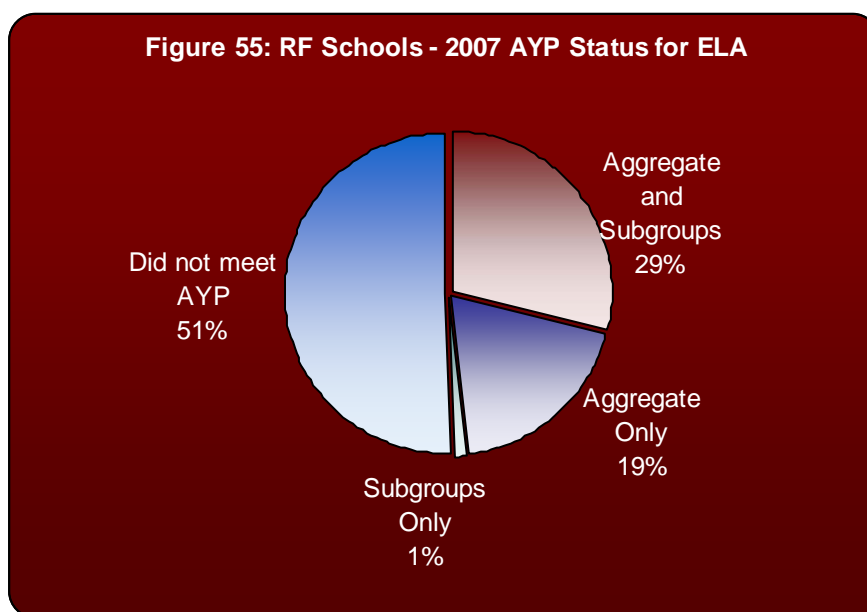
**Table 104: MCAS Grade 3 Reading -- Most Improved Silber Schools.  
Decrease in Warning (2005 vs. 2007)**

Cohort	District	School	Spring 2005		Spring 2007		Change
			Number Tested	% Warning	Number Tested	% Warning	
JSER2	Taunton	Leddy	41	17.1%	20	0.0%	-17
JSER2	Worcester	Chandler	48	37.5%	35	25.7%	-12
JSER2	Fall River	North End	64	21.9%	67	10.4%	-11
JSER2	Boston	Bates	43	27.9%	40	17.5%	-10
JSER2	Salem	Horace Mann	35	28.6%	42	19.0%	-10
JSER2	Methuen	Timony	151	14.6%	145	5.5%	-9
JSER2	Boston	O'Donnell	33	21.2%	31	12.9%	-8
JSER2	North Adams	Greylock	31	9.7%	38	2.6%	-7

### Adequate Yearly Progress

Massachusetts uses Adequate Yearly Progress (AYP) determinations to indicate which schools are meeting their performance improvement targets for a given year. In order to receive a positive AYP determination for 2007, elementary schools must: have at least 95 percent participation in the MCAS or MCAS-Alternate Assessment tests; either an attendance rate of at least 92 percent OR one percent improvement over 2006; and either the state-level performance target (85.4 CPI in ELA) OR its own 2007 improvement target. AYP determinations are made separately for ELA and mathematics, both for students in the aggregate and for subgroups with sufficient numbers of students. More information on AYP is available in the School Leaders' Guide to the 2007 Adequate Yearly Progress (AYP) Reports which is available online at: <http://www.doe.mass.edu/sda/ayp/2007/schleadersguide.pdf>

As shown in figure 55, 29 percent of Massachusetts Reading First schools met their ELA AYP targets for both the aggregate and subgroups and 19 percent met their aggregate, but not subgroup targets. However, more than half failed to meet either their aggregate or subgroup targets. The schools falling into each of those categories are listed in table 105.



**Table 105: 2007 ELA AYP Determination for Reading First Schools – By Cohort**

Category	# of schools	Names of Schools
Met ELA AYP Aggregate and subgroups	24	<b>RF Cohort 1:</b> Haggerty (Cambridge), Stefanik (Chicopee), Healy (Fall River), Laurel Lake (Fall River), Pentucket Lake (Haverhill), Arlington (Lawrence), Frost (Lawrence), Wetherbee (Lawrence), Bailey (Lowell), Greenhalge (Lowell), Brayton (North Adams), Sullivan (North Adams), West (Plymouth), Garfield (Revere), Koziol (Ware), Highland (Westfield) <b>RF Cohort 2:</b> Harvard Kent (Boston), Mendell (Boston), Orchard Gardens (Boston), Golden Hill (Haverhill), E.N. White (Holyoke), Ingalls (Lynn), Carney (New Bedford) <b>RF Cohort 3:</b> Coburn (West Springfield)
Met ELA AYP Aggregate only	16	<b>RF Cohort 1:</b> Boston Renaissance Charter, Kelly (Chelsea), Sheffield (Gill-Montague), Walnut Square (Haverhill), Lowell Community Charter, Lawrence Family Development Charter, Ferryway (Malden), Tenney (Methuen), South (Plymouth), Lincoln-Hancock (Quincy), Webster Middle School <b>RF Cohort 2:</b> Agassiz (Boston), Condon (Boston), Otis (Boston), Fall Brook (Leominster) <b>RF Cohort 3:</b> Newton (Greenfield)
Met ELA AYP Subgroups only	1	<b>RF Cohort 3:</b> Baldwinville (Narragansett)
Did not meet ELA AYP	42	<b>RF Cohort 1:</b> Sanders St.(Athol-Royalston), Davis (Brockton), Downey (Boston), Bowe (Chicopee), Doran (Fall River), Hillcrest (Gill-Montague), Murkland (Lowell), Neighborhood House Charter, Morningside (Pittsfield), Robert M. Hughes Academy Charter, Bates (Salem), Bentley (Salem), Seven Hills Charter, Boland (Springfield), Gerena (Springfield), Milton Bradley (Springfield), White Street (Springfield), Walker (Taunton), Park Ave (Webster), Franklin Ave (Westfield), Moseley (Westfield), ALL/WPS1 (Worcester), City View (Worcester), Goddard (Worcester), Lincoln Street (Worcester) <b>RF Cohort 2:</b> Dever (Boston), Eliot (Boston), Perkins (Boston), Stone (Boston), Tobin (Boston), Trotter (Boston), Berkowitz (Chelsea), Kelly (Holyoke), Lawrence (Holyoke), Parthum (Lawrence), Harrington (Lynn), Hayden-McFadden (New Bedford), East Somerville Community School, Homer Street (Springfield) <b>RF Cohort 3:</b> Community Day Charter, Charlton Street (Southbridge), Eastford Road (Southbridge)

As shown in figure 56, 41 percent of Silber schools met their ELA AYP targets for both the aggregate and subgroups and 18 percent met their aggregate, but not subgroup targets. More than one-third failed to meet either their aggregate or subgroup targets. The schools falling into each of those categories are listed in table 106.

Figure 56: JSER Schools - 2007 AYP Status for ELA

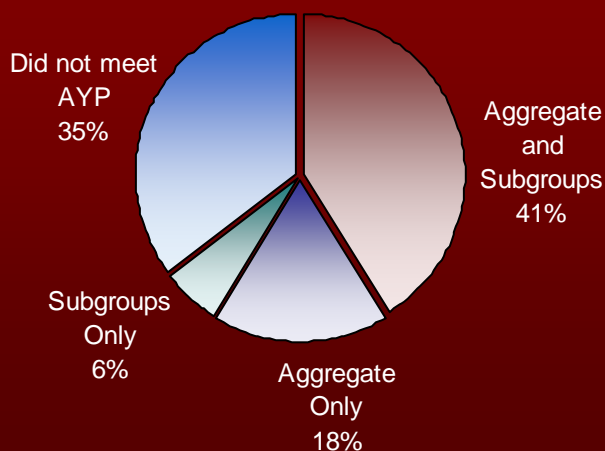


Table 106: 2007 ELA AYP Determination for Silber Schools – By Cohort

Category	# of schools	Names of Schools
Met ELA AYP Aggregate and subgroups	14	<b>JSER Cohort 1:</b> C.T. Plunkett (Adams-Cheshire)
		<b>JSER Cohort 2:</b> Bates (Boston), Sokolowski (Chelsea), Maple (Easthampton), North End (Fall River), Guilmette (Lawrence), Ottiwell (New Bedford), Conte (Pittsfield), Snug Harbor (Quincy), Paul Revere (Revere), Horace Mann (Salem), Hammond (Wareham), Minot Forest (Wareham), Chandler Magnet (Worcester)
Met ELA AYP Aggregate only	6	<b>JSER Cohort 2:</b> Selser (Chicopee), Northwest (Leominster), Varnum Arts (Lowell), Timony (Methuen), Gibbs (Westfield) <b>JSER Cohort 3:</b> Four Corners (Greenfield)
Met ELA AYP Subgroups only	2	<b>JSER Cohort 2:</b> O'Donnell (Boston), Kane (Marlborough)
Did not meet ELA AYP	12	<b>JSER Cohort 1:</b> Sauter (Gardner), Fuller (Gloucester)
		<b>JSER Cohort 2:</b> Huntington (Brockton), Silver Hill (Haverhill), Morgan (Holyoke), Morey (Lowell), Greylock (North Adams), Brightwood (Springfield), DeBerry (Springfield), Leddy (Taunton), Canterbury (Worcester) <b>JSER Cohort 3:</b> Station Avenue (Dennis-Yarmouth)

## Instructional Effectiveness

### Effectiveness for Average/Strength Students

As described earlier in this report, this index is the percentage of students who began the year scoring in the *average/strength* (stanine 5-9) level on GRADE and remained at that performance level in the spring. As with the GRADE data above, school-level data in this section are based on a composite of results for grades 1-3. More than half of all RF and JSER schools had effectiveness indices for *average/strength* students of at least 95 percent (including 10 schools at 100 percent). More than one-third had indices between 90 and 95 percent. The remaining 17 schools had indices of about 75 percent.

**Table 107: 2006-2007 Effectiveness for Average/Strength Students  
Top Performers (Index greater than 99%)  
Based on GRADE results – cross grade-level composite (grades 1-3)**

District	School	Cohort	Index
Boston	Stone*	RF2	100.0%
Chicopee	Bowe*	RF1	100.0%
Chicopee	Selser	RF1	100.0%
Greenfield	Newton*	RF3	100.0%
Haverhill	Walnut Square*	RF1	100.0%
North Adams	Brayton	RF1	100.0%
Westfield	Gibbs	JSER2	100.0%
Westfield	Moseley	RF1	100.0%
Worcester	Chandler	JSER2	100.0%
Narragansett	Baldwinville	RF3	100.0%
Haverhill	Pentucket Lake	RF1	99.2%
Brockton	Davis	RF1	99.0%

\* Schools marked with an asterisk also had index of 100% in 2005-2006

**Table 108: 2006-2007 Effectiveness for Average/Strength Students  
Lowest Performers (Index less than 90%)  
Based on GRADE results – cross grade-level composite (grades 1-3)**

District	School	Cohort	Index
Seven Hills Charter School*		RF1	89.7%
Lynn	Harrington	RF2	89.6%
New Bedford	Hayden-McFadden*	RF2	89.4%
Boston	Mendell	RF2	88.9%
Boston	Trotter*	RF2	88.9%
Haverhill	Burnham	RF1	88.2%
Worcester	Goddard	RF1	88.2%
Chelsea	Kelly	RF1	87.6%
Boston	Tobin	RF2	87.5%
Holyoke	Morgan	RF2	86.2%
Robert M. Hughes Academy Charter		RF1	85.4%
Worcester	Lincoln Street	RF1	85.0%
Springfield	White Street	RF1	83.6%
Springfield	Gerena	RF1	79.4%
Holyoke	Kelly*	RF2	77.8%
Springfield	Brightwood	JSER2	77.5%
Taunton	Leddy	JSER2	75.9%

\* Schools marked with an asterisk also had an index lower than 90% in 2005-2006



As shown in Table 109, 60 schools showed improvement in effectiveness for *average/strength* students from the 2005-2006 to the 2006-2007 school year. For five schools that improvement was substantial (more than 10 percentage points), for another eight it was moderate (5-10 percentage points), and for 47 it was a small improvement (less than 5 percentage points). On the other hand, 50 schools showed declines in effectiveness for *average/strength* students. For 39 of those schools the decline was small, but eight schools showed a moderate decline and three schools showed a substantial decline. Six schools showed no change, including five that were at 100 percent for both years. Tables 110 and 111 list the schools with substantial improvements and declines.

**Table 109: Change in Effectiveness for A/S Students – 2005/2006 to 2006/2007 Based on GRADE results – cross grade-level composite (grades 1-3)**

	Number of schools Improved	Number of schools Declined
Less than 5 percentage points (small)	47	39
5-10 percentage points (moderate)	8	8
More than 10 percentage points (substantial)	5	3
<b>Total</b>	<b>60</b>	<b>50</b>

\* Excludes 6 schools with no change, including 5 that were at 100% for both years.

**Table 110: Effectiveness for Average/Strength Students - Schools with Substantial Improvement Based on GRADE results – cross grade-level composite (grades 1-3)**

District	School	Cohort	2005/2006		2006/2007		Change
			F05 Number A/S	S06 Percent A/S	F06 Number A/S	S07 Percent A/S	
Worcester	Chandler	JSER2	17	76%	15	100%	24
Lowell	Morey	JSER2	111	75%	92	92%	17
Brockton	Huntington	JSER2	65	86%	52	98%	12
Lawrence Family Devel.		RF1	59	83%	59	95%	12
Springfield	DeBerry	JSER2	41	83%	35	94%	11

**Table 111: Effectiveness for Average/Strength Students - Schools with Substantial Decline Based on GRADE results – cross grade-level composite (grades 1-3)**

District	School	Cohort	2005/2006		2006/2007		Change
			F05 Number A/S	S06 Percent A/S	F06 Number A/S	S07 Percent A/S	
Boston	Tobin	RF2	28	100%	16	88%	-12
Springfield	Gerena	RF1	84	92%	63	79%	-13
Taunton	Leddy	JSER2	54	94%	54	76%	-18

### Effectiveness for Low Average Students

As described earlier in this report, this index is the percentage of students scoring in the *low average* (stanine 4) category in the fall who reach the *average/strength* (stanine 5-9) performance level in the spring. The school-level data in this section are based on a composite of results for grades 1-3. The data provide an indication of how schools are doing in advancing the reading skills of students who need moderate levels of additional support. As shown in Tables 112 and 113, 19 schools had an index of at least 85 percent, including one school (Sheffield)

which moved all of its *low average* students into the *average/strength* categories and seven schools had an index lower than 50 percent.

<b>Table 112: 2006-2007 Effectiveness for Low Average Students Top Performers Based on GRADE results – cross grade-level composite (grades 1-3)</b>			
<b>District</b>	<b>School</b>	<b>Cohort</b>	<b>Index</b>
Gill-Montague	Sheffield	RF1	100.0%
Chicopee	Selser	JSER2	96.9%
North Adams	Greylock	JSER2	95.2%
Chicopee	Stefanik	RF1	95.1%
Greenfield	Newton	RF3	93.8%
North Adams	Brayton	RF1	92.3%
Fall River	Laurel Lake	RF1	90.9%
Narragansett	Baldwinville	RF3	90.9%
Lowell	Varnum	JSER2	90.5%
Quincy	Snug Harbor	JSER2	90.5%
Boston	Harvard Kent	RF2	89.5%
Haverhill	Walnut Square	RF1	88.9%
Boston	Perkins	RF2	88.2%
Fall River	Borden	RF1	88.2%
Pittsfield	Conte	JSER2	86.7%
Taunton	Walker	RF1	86.4%
Revere	Garfield	RF1	85.4%
Southbridge	Eastford Road	RF3	85.4%
Fall River	Healy	RF1	85.0%

<b>Table 113: 2006-2007 Effectiveness for Low Average Students Lowest Performers Based on GRADE results – cross grade-level composite (grades 1-3)</b>			
<b>District</b>	<b>School</b>	<b>Cohort</b>	<b>Index</b>
Springfield	White Street	RF1	47.5%
Greenfield	Four Corners	JSER3	47.1%
Robert M. Hughes Academy Charter		RF1	46.2%
Springfield	Gerena	RF1	45.5%
Wareham	Hammond	JSER2	43.8%
Springfield	Milton Bradley	RF1	41.2%
Boston	Eliot	RF2	35.3%

As shown in Table 114, 61 schools showed improvement from the 2005-2006 to the 2006-2007 school year in instructional effectiveness for *low average* students. For 29 schools that improvement was substantial (more than 10 percentage points), for another 14 it was moderate (5-10 percentage points), and for 18 it was a small improvement (less than 5 percentage points). On the other hand, 53 schools showed declines in instructional effectiveness for those students. For 14 of those schools the decline was small, but 17 schools showed a moderate decline and 22 schools showed a substantial decline. One school (Ottiwell in New Bedford) showed no change. Tables 115 and 116 list the schools with substantial improvements and declines.

**Table 114: Change in Effectiveness for LA Students – 2005/2006 to 2006/2007  
Based on GRADE results – cross grade-level composite (grades 1-3)**

	Number of schools Improved	Number of schools Declined
Less than 5 percentage points (small)	18	14
5-10 percentage points (moderate)	14	17
More than 10 percentage points (substantial)	29	22
<b>Total</b>	<b>61</b>	<b>53</b>

\* Excludes 1 school with no change

**Table 115: Effectiveness for Low Average Students - Schools with Substantial Improvement  
Based on GRADE results – cross grade-level composite (grades 1-3)**

District	School	Cohort	2005/2006		2006/2007		Change
			F05 Number A/S	S06 Percent A/S	F06 Number A/S	S07 Percent A/S	
Holyoke	Kelly	RF2	14	21.4%	14	71.4%	50.0
Fall River	Healy	RF1	23	47.8%	20	85.0%	37.2
Lowell	Morey	JSER2	42	38.1%	39	74.4%	36.3
Gill-Montague	Sheffield	RF1	7	71.4%	6	100.0%	28.6
Boston	Agassiz	RF2	57	45.6%	48	70.8%	25.2
Worcester	Lincoln Street	RF1	18	50.0%	20	75.0%	25.0
Adams-Cheshire	C.T. Plunkett	JSER1	28	53.6%	45	77.8%	24.2
Springfield	DeBerry	JSER2	22	45.5%	26	69.2%	23.8
Boston	Bates	JSER2	21	57.1%	15	80.0%	22.9
Fall River	Laurel Lake	RF1	25	68.0%	11	90.9%	22.9
Boston	Perkins	RF2	21	66.7%	17	88.2%	21.6
Fall River	N.B. Borden	RF1	18	66.7%	17	88.2%	21.6
Haverhill	Pentucket Lake	RF1	31	61.3%	40	82.5%	21.2
Boston	Tobin	RF2	23	52.2%	28	71.4%	19.3
Narragansett	Baldwinville	RF3	26	73.1%	22	90.9%	17.8
Chicopee	Selser	JSER2	39	79.5%	32	96.9%	17.4
Salem	Bates	RF1	21	66.7%	18	83.3%	16.7
Lowell	Murkland	RF1	43	55.8%	35	71.4%	15.6
Fall River	North End	JSER2	58	63.8%	53	79.2%	15.5
Holyoke	E.N. White	RF2	31	64.5%	15	80.0%	15.5
Marlborough	Kane	JSER2	53	60.4%	41	75.6%	15.2
Boston	Stone	RF2	15	60.0%	12	75.0%	15.0
Revere	Garfield	RF1	61	72.1%	48	85.4%	13.3
Chicopee	Stefanik	RF1	41	82.9%	41	95.1%	12.2
Seven Hills Charter School		RF1	47	66.0%	55	78.2%	12.2
Worcester	Chandler Magnet	JSER2	23	60.9%	18	72.2%	11.4
Plymouth	South	RF1	39	71.8%	88	83.0%	11.2
Brockton	Huntington	JSER2	35	71.4%	40	82.5%	11.1
Springfield	Brightwood	JSER2	34	41.2%	41	51.2%	10.0

**Table 116: Effectiveness for Low Average Students - Schools with Substantial Decline**  
Based on GRADE results – cross grade-level composite (grades 1-3)

District	School	Cohort	2005/2006		2006/2007		Change
			F05 Number A/S	S06 Percent A/S	F06 Number A/S	S07 Percent A/S	
Athol-Royalston	Sanders Street	RF1	19	94.7%	22	68.2%	-26.6
Lawrence	Parthum	RF2	67	83.6%	99	58.6%	-25.0
Springfield	Milton Bradley	RF1	58	65.5%	51	41.2%	-24.3
Lawrence	Arlington	RF1	70	77.1%	66	56.1%	-21.1
Taunton	Leddy	JSER2	21	76.2%	14	57.1%	-19.0
Springfield	White Street	RF1	44	65.9%	40	47.5%	-18.4
Springfield	Gerena	RF1	59	61.0%	44	45.5%	-15.6
Westfield	Gibbs	JSER2	13	76.9%	13	61.5%	-15.4
Gill-Montague	Hillcrest	RF1	10	90.0%	8	75.0%	-15.0
West Springfield	Coburn	RF3	42	85.7%	45	71.1%	-14.6
Malden	Ferryway	RF1	44	81.8%	50	68.0%	-13.8
Easthampton	Maple	JSER2	27	92.6%	19	78.9%	-13.6
Worcester	ALL/WPS1	RF1	29	75.9%	32	62.5%	-13.4
Neighborhood House Charter		RF1	20	80.0%	21	66.7%	-13.3
Westfield	Moseley	RF1	18	94.4%	16	81.3%	-13.2
Cambridge	Haggerty	RF1	19	84.2%	7	71.4%	-12.8
Robert M. Hughes Academy Ch		RF1	12	58.3%	13	46.2%	-12.2
Fall River	Small	JSER2	26	69.2%	26	57.7%	-11.5
Springfield	Boland	RF1	38	68.4%	42	57.1%	-11.3
Ware	Koziol	RF1	53	73.6%	46	63.0%	-10.5
Boston	Eliot	RF2	11	45.5%	17	35.3%	-10.2
Holyoke	Morgan	JSER2	29	62.1%	25	52.0%	-10.1

**Effectiveness for Weak Students**

As described earlier in this report, this index is the percentage of students scoring in the *weak* (stanine 1-3) category in the fall who reach the *low average or above* (stanine 4-9) performance levels in the spring. School-level data in this section are based on a composite of results for grades 1-3. The data provide an indication of how schools are doing in advancing the reading skills of students who need substantial additional support. As shown in Tables 117 and 118, 22 schools had an index of at least 70 percent and 13 schools had an index lower than 40 percent.

**Table 117: 2006-2007 Effectiveness for Weak Students**  
**Top Performers**  
Based on GRADE results – cross grade-level composite (grades 1-3)

District	School	Cohort	Index
Taunton	Walker	RF1	90.5%
Haverhill	Walnut Square	RF1	83.3%
Chicopee	Stefanik	RF1	82.1%
Fall River	N.B. Borden	RF1	81.3%
Plymouth	South	RF1	80.4%
Quincy	Snug Harbor	JSER2	80.0%
Revere	Garfield	RF1	78.6%
New Bedford	Carney	RF2	78.4%

**Table 117 (cont): 2006-2007 Effectiveness for Weak Students  
Top Performers**  
Based on GRADE results – cross grade-level composite (grades 1-3)

District	School	Cohort	Index
Chicopee	Selser	JSER2	78.3%
Webster	Park Avenue	RF1	75.8%
Haverhill	Pentucket Lake	RF1	75.5%
Gardner	Sauter	JSER1	75.0%
Lowell	Varnum	JSER2	74.1%
Taunton	Leddy	JSER2	74.1%
Westfield	Highland	RF1	73.3%
Seven Hills Charter School		RF1	73.1%
Gloucester	Fuller	JSER1	72.9%
Revere	Paul Revere	JSER2	71.7%
Fall River	Laurel Lake	RF1	71.4%
Westfield	Franklin Ave	RF1	70.3%
Brockton	Huntington	JSER2	70.3%
Methuen	Tenney	RF1	70.0%

**Table 118: 2006-2007 Effectiveness for Weak Students  
Lowest Performers**  
Based on GRADE results – cross grade-level composite (grades 1-3)

District	School	Cohort	Index
Springfield	Milton Bradley	RF1	39.8%
Boston	Orchard Gardens	RF2	39.8%
Adams-Cheshire	C.T. Plunkett	JSER1	39.6%
Webster	Middle School	RF1	39.1%
Holyoke	Morgan	JSER2	38.9%
Worcester	Goddard	RF1	38.4%
Springfield	White Street	RF1	37.7%
Springfield	Gerena	RF1	37.4%
Springfield	Brightwood	JSER2	35.8%
Gill-Montague	Sheffield	RF1	33.3%
Worcester	Canterbury	JSER2	33.3%
Boston	Eliot	RF2	24.0%
Holyoke	Lawrence	RF2	16.9%

As shown in Table 119, 68 schools showed improvement from the 2005-2006 to the 2006-2007 school year in instructional effectiveness for *weak* students. For 27 schools that improvement was substantial (more than 10 percentage points), for another 19 it was moderate (5-10 percentage points), and for 22 it was a small improvement (less than 5 percentage points). On the other hand, 45 schools showed declines in effectiveness for these students. For 13 of those schools the decline was small, but 12 schools showed a moderate decline and 18 schools showed a substantial decline. One school (Murkland in Lowell) showed no change. Tables 120 and 121 list the schools with substantial improvements and declines.

**Table 119: Change in Effectiveness for Weak Students – 2005/2006 to 2006/2007  
Based on GRADE results – cross grade-level composite (grades 1-3)**

	Number of schools Improved	Number of schools Declined
Less than 5 percentage points (small)	22	12
5-10 percentage points (moderate)	19	15
More than 10 percentage points (substantial)	27	18
<b>Total</b>	<b>68</b>	<b>45</b>

\* Exclude 1 school with no change (Lowell/Murkland)

**Table 120: Effectiveness for Weak Students - Schools with Substantial Improvement  
Based on GRADE results – cross grade-level composite (grades 1-3)**

District	School	Cohort	2005/2006		2006/2007		Change
			F05 Number A/S	S06 Percent A/S	F06 Number A/S	S07 Percent A/S	
Taunton	Walker	RF1	20	50.0%	21	90.5%	40.5
Robert M. Hughes Academy Charter		RF1	13	30.8%	9	66.7%	35.9
Holyoke	Kelly	RF2	103	32.0%	87	57.5%	25.4
Haverhill	Burnham	RF1	37	43.2%	34	67.6%	24.4
Holyoke	E.N. White	RF2	81	29.6%	78	53.8%	24.2
Westfield	Franklin Ave	RF1	44	47.7%	37	70.3%	22.5
Springfield	DeBerry	JSER2	56	26.8%	57	49.1%	22.3
Salem	Bentley	RF1	52	48.1%	45	68.9%	20.8
Fall River	N.B. Borden	RF1	26	61.5%	16	81.3%	19.7
Fall River	Small	JSER2	42	50.0%	23	69.6%	19.6
Cambridge	Haggerty	RF1	28	42.9%	25	60.0%	17.1
Narragansett	Baldwinville	RF3	28	46.4%	19	63.2%	16.7
Brockton	Huntington	JSER2	93	53.8%	111	70.3%	16.5
Seven Hills Charter School		RF1	78	57.7%	78	73.1%	15.4
Lowell	Morey	JSER2	107	40.2%	83	55.4%	15.2
Gloucester	Fuller	JSER1	37	59.5%	48	72.9%	13.5
Haverhill	Golden Hill	RF2	49	57.1%	53	69.8%	12.7
Lowell	Varnum	JSER2	47	61.7%	54	74.1%	12.4
Lawrence Family Development Charter		RF1	63	55.6%	71	67.6%	12.1
Boston	O'Donnell	JSER2	64	54.7%	57	66.7%	12.0
Boston	Tobin	RF2	96	44.8%	92	56.5%	11.7
Revere	Garfield	RF1	115	67.0%	84	78.6%	11.6
Fall River	Laurel Lake	RF1	30	60.0%	49	71.4%	11.4
Lynn	Ingalls	RF2	144	50.7%	108	62.0%	11.3
Haverhill	Pentucket Lake	RF1	42	64.3%	53	75.5%	11.2
Marlboro	Kane	JSER2	72	47.2%	60	58.3%	11.1
Worcester	Chandler Magent	JSER2	99	35.4%	69	46.4%	11.0

**Table 121: Effectiveness for Weak Students - Schools with Substantial Decline**  
**Based on GRADE results – cross grade-level composite (grades 1-3)**

District	School	Cohort	2005/2006		2006/2007		Change
			F05 Number A/S	S06 Percent A/S	F06 Number A/S	S07 Percent A/S	
Adams-Cheshire	C.T. Plunkett	JSER1	64	50.0%	53	39.6%	-10.4
Quincy	Lincoln-Hancock	RF1	55	72.7%	47	61.7%	-11.0
Chelsea	Kelly	RF1	111	61.3%	100	50.0%	-11.3
Haverhill	Silver Hill	JSER2	43	65.1%	28	53.6%	-11.5
North Adams	Brayton	RF1	36	61.1%	37	48.6%	-12.5
Pittsfield	Conte	JSER2	94	75.5%	59	62.7%	-12.8
Plymouth	West	RF1	21	71.4%	12	58.3%	-13.1
Holyoke	Lawrence	RF2	128	31.3%	124	16.9%	-14.3
Lowell	Greenhalge	RF1	63	69.8%	67	55.2%	-14.6
North Adams	Greylock	JSER2	13	69.2%	22	54.5%	-14.7
Westfield	Gibbs	JSER2	15	73.3%	16	56.3%	-17.1
Malden	Ferryway	RF1	55	72.7%	49	55.1%	-17.6
Leominster	Fall Brook	RF2	72	72.2%	95	51.6%	-20.6
Athol-Royalston	Sanders Street	RF1	17	88.2%	21	66.7%	-21.6
North Adams	Sullivan	RF1	28	64.3%	26	42.3%	-22.0
New Bedford	Ottiwell	JSER2	41	90.2%	43	67.4%	-22.8
Neighborhood House Charter School		RF1	24	70.8%	29	41.4%	-29.5
Westfield	Moseley	JSER2	18	83.3%	12	41.7%	-41.7



## Qualitative Research Highlights

Beginning in the 2005-2006 school year, the evaluation added a qualitative research component to complement the findings revealed through the quantitative analysis of student assessment data. This qualitative component consisted of case narratives to examine in more depth certain factors – and relationships between factors – that are closely associated with promising performance. In its first year, the narratives were developed for three sites with promising student outcomes on the GRADE assessment, which provides a measure of overall reading ability. In the second year, three new sites were chosen with a particular emphasis on identifying schools with effectiveness index results that suggested strong performance in the area of differentiated instruction. This section of the evaluation report summarizes the findings from each year of the qualitative study. Copies of the full reports for each year are available online at: <http://www.doe.mass.edu/read/mrfp/links.html?section=donahue>

### Methodology

Following a focused case study methodology, the qualitative research component employed individual and small-group interviews, document review, and classroom visits. Interviews were conducted with school- and district-level instructional leaders, including principals, reading specialists, district reading coordinators and superintendents or their designees. These interviews provided background and contextual data as well as instructional leaders' perspectives on Reading First goals, conceptualization of staffing roles, school organization, use of professional development, curriculum, and student assessment. Site visits were then conducted at each school, to facilitate individual and/or small group interviews with classroom teachers and interventionists. These interviews explored teaching staff's role in the implementation of their school's Reading First model. Efforts were made to reach a cross-section of teachers, taking into account factors such as grade level and length of teaching experience. Following an iterative process of data collection and analysis, emergent categories and themes related to promising instructional approaches were identified.

### Focal Schools

The 2005-2006 qualitative study examined Reading First implementation models in three schools that had demonstrated positive student outcomes, as evidenced by performance on the GRADE assessment from baseline to Spring 2005. The selected schools were: Arlington (Lawrence), Franklin Avenue (Westfield) and Stefanik (Chicopee).

- Arlington is a large school with a high student transience rate—a school that was viewed, historically, as an unfavorable assignment for teachers and students. The school has in recent years demonstrated a remarkable turnaround in reading performance, showing two years of improvement in the percentage of students scoring average or above on the GRADE assessment for each of grades 1-3 and for all targeted demographic subgroups. In addition, from 2003 to 2005 Arlington showed a 10 point decrease in its percentage of third grade students performing at the warning level on MCAS, making it among the top Reading First schools in decreasing warning rate.
- Franklin Avenue is a small school with the highest Free and Reduced Lunch rate in the city (85%). In addition to showing two years of improvement on the GRADE assessment, 90 percent of Franklin Avenue's third grade students demonstrated proficiency on the 2005 MCAS exam and no students performed at the warning level. This was clearly the best 2005 MCAS performance among Reading First schools.
- Stefanik is a K-5 school with an annual enrollment of approximately 390. One of the district's two schools that serve children who live in poverty, Stefanik's performance lagged in the Needs Improvement category for years. Since Reading First began, its third grade MCAS proficiency has

increased by 30 percentage points and its warning rate has decreased by 12 percentage points, making it among the Reading First schools with the most improved MCAS performance.

The 2006-2007 qualitative study examined Reading First implementation models in three schools where the 2005-2006 effectiveness indices that suggested effective practice in the planning for and delivery of differentiated instruction. The selected schools were: Sanders Street (Athol-Royalston), Davis (Brockton) and Sullivan (North Adams).

- Sanders Street is a small K-3 school with an annual enrollment of approximately 155 students. It ranked first among Reading First schools on the *low average* and *weak* effectiveness indices for the 2005-2006 school year, with 87 percent of students scoring at or above the 5th stanine on the spring 2006 GRADE assessment (ranked 5th among all RF schools) and 54 percent of third grade students attaining proficiency on the 2006 MCAS reading test – just four percentage points below the statewide rate.
- Davis is Brockton's largest elementary school, with a 2006-2007 K-8 enrollment of approximately 860 students, including about 475 K-3 students. It ranked among the top 20 Reading First schools on both the *low average* and *weak* effectiveness indices for the 2005-2006 school year. In addition, 58 percent of Davis' third grade students attained proficiency on the 2006 MCAS reading test – an increase of 20 percentage points over its 2003 proficiency rate, situating the school as the second most improved among all Reading First schools.
- Sullivan is a small K-5 school, with an enrollment of approximately 225 students. It ranked third among Reading First schools on the *low average* effectiveness index for the 2005-2006 school year. In addition, 80 percent of Sullivan students scored at or above the 5th stanine on the spring 2006 GRADE assessment.

## Findings

Overall, Massachusetts Reading First has articulated an overarching conceptual framework coupled with a coherent set of strategies, materials, professional development, and staffing that allows schools to prioritize literacy both by building on their strengths and shoring up areas that in the past had received insufficient attention

While the specific histories, staff and students of each of the focal schools influence—often to a great extent—the processes and outcomes relative to each school, certain characteristics are notably common to two or even all three schools. Selected commonalities are presented below.

### Key Findings from the 2005-2006 Cases

#### ❖ Leaders demonstrate belief in Reading First and foster buy-in.

As discussed below, superintendents and principals employ a range of strategies to facilitate teachers' and other educators' commitment to the principles and practices encompassed by the initiative.

#### ▪ Start-up policies and dissemination of Reading First practices sent the message that literacy was key.

The Chicopee superintendent coordinated an inclusive process for writing the grant proposal, involving principals and teachers who would assume the Reading First reading specialist position. These staff members have stated that their early input into the proposal clarified expectations and reinforced their dedication to the grant. The superintendent also required that staff in Reading First schools re-apply for their jobs. (A no-penalty transfer option was offered to staff who did not wish to sign-on to Reading First.) Staff members have remarked that this requirement showed clearly that the district was embracing Reading First. Additionally, Chicopee created a new position with Reading First funds, an Assistant Superintendent for Accountability and Instruction, to ensure oversight of the grant. Among other duties, the assistant superintendent requires from principals written

justification for materials requisitions. Principals report that this practice fosters explicit consideration of curriculum decisions.

All three districts support dissemination of lessons learned via district-wide meetings of leaders such as literacy coordinators, Reading First reading specialists and members of literacy committees. Elementary principals in Chicopee have been meeting regularly since Reading First began; this forum allows Reading First principals to help non-grant-funded schools to identify and overcome obstacles. Two of the three focal schools (Stefanik and Franklin Avenue) have incorporated Reading First practices into grades 4 and 5. Stefanik included fourth and fifth grade teachers on its assessment team from the start, to ensure school-wide dissemination.

Some districts have adopted the core curriculum or selected Reading First practices across the district. In Westfield, Houghton Mifflin is used K to 3 district-wide, not just in the Reading First schools. The Lawrence district introduced the extended literacy period into all schools when the Reading First schools demonstrated marked improvement after Year 1.

All three principals sent clear messages to their staff that the reading specialist had her full support. Authorizing the reading specialist to assume a leadership position and visibly supporting the specialist demonstrated to school staff that the principal was committed to school-wide literacy reform.

- **Superintendents and principals played key roles in conceptualizing the Reading First models.**

All three districts engaged in a thorough process of selecting (initially) or modifying (mid-course) their core curriculum.

While Lawrence had begun using Success For All before the Reading First initiative began, the superintendent instituted a citywide discussion when, in Year 2, data revealed that SFA failed to meet certain student needs. The district negotiated with the SFA Foundation to modify lessons and to integrate another program (Houghton Mifflin) into the classroom so that student needs would be met.

In Chicopee, the superintendent endorsed a thorough curriculum selection process, sending principals and teachers across the country to observe programs. When principals and teachers selected a different curriculum than the one he favored (Open Court), he accepted that his choice was overridden and the district adopted the teachers' preferred program (Houghton Mifflin).

Westfield began the grant period using Literacy Collaborative but was required to adopt a scientifically research-based curriculum in the 2004-2005 school year. The district launched an intensive curriculum review process, constituting a committee comprised of principals from all the district's elementary schools, the district's Reading First Specialists, Literacy Collaborative Coordinators and some elementary teachers. The committee eventually narrowed the choices to either Scott Foresman or Houghton Mifflin, and presented the choices to teachers. Houghton Mifflin Reading 2005 was ultimately selected, largely because it was perceived to coordinate well with Literacy Collaborative.

- **Principals provide instructional leadership: they spend time in classrooms, interact with students, know their curriculum programs, and work with their staff to plan effective instruction for children.**

In all three schools, principals are a visible presence in the school. They conduct classroom walk-throughs, lead classroom activities and strive to carry out administrative duties efficiently so that their focus on students is undisturbed. These principals are rarely found in their offices. Additionally, two of the three districts (Lawrence and Chicopee) employ strong assistant principal models. The assistant principals demonstrate substantive involvement in children's educational programs.

- **Principals invest time in tracking and monitoring children's progress, developing instructional plans, participating in decisions about student groupings and administering assessments.**

All three principals dedicate time and attention to monitoring children's progress and ensuring appropriate follow-up. They endorse regularly allocated literacy meetings as part of teachers meetings, and they attend these meetings regularly.

The Stefanik principal requires that teachers maintain individual Student Achievement Plans (SAPs), which show information such as children's participation in Tier 2 and Tier 3 programs, scores, attendance rates, and participation in summer school and after-school programs. The principal reviews the SAPs and writes comments to the Reading Specialist so that she can follow up with classroom teachers.

The Franklin Avenue principal attends monthly data intervention meetings, dedicating nearly one full day per month to sitting with teachers and the Reading Specialist, poring over children's individual scores and making decisions. She makes a to-do list at each meeting and follows up as necessary.

The Arlington principal meets biweekly for one hour with the Reading Specialist, the SFA Facilitator and the school-based math and literacy coaches to discuss children's progress.

- **Principals manage their staff—including interventionists and classroom teachers. They coordinate staffing so that expertise is used effectively, in the areas of greatest need.**

All three principals make deliberate staffing decisions so that the neediest children are matched with the strongest adults.

Stefanik has used Reading First to reinforce its "clustered classrooms" model, so that English language learners and special education students receive reading interventions from appropriately skilled interventionists.

The Arlington principal attempts to provide new teachers a brief training period. When staffing conditions permit, she arranges to have new teachers shadow more experienced teachers for two to three weeks before leading a reading group. Early in the grant, the Arlington principal added support staff so as to reduce the number of students in each group, and to ensure that the neediest students were matched with the strongest teachers.

Franklin Avenue School maintains governance and communication processes that have evolved through years of school-wide reform. These processes ensure that the principal is highly aware of her staff's strengths and professional development needs. The principal continually adjusts instructional planning so that teachers and students are positioned to achieve.

#### ❖ **Professional development is ongoing and customized to meet the needs of instructional staff.**

All three schools use the reading specialists to provide hands-on collaboration with teachers. Specialists' responsibilities include in-class modeling, peer observation, presentations and trainings at grade-level meetings, study groups and individual consultations with teachers. Principals coordinate scheduling so that time is available for teachers, interventionists, and specialists to meet.

Implementation Facilitators are appreciated as liaisons to ESE and other districts; they are seen as conveyors of innovations in research-based instruction. School staff and the reading specialists tend to rely on the IFs to provide expertise and guidance. At Franklin Avenue, the IF attends regular data intervention meetings, time permitting, and provides brief professional development sessions that are specific to grade-level needs.

Two of the three specialists (Franklin Avenue and Stefanik) have devised "differentiated professional development" schemas to address their teachers' needs. The Franklin Avenue specialist developed a form to track not only areas of professional interest but also preferred means of delivery (e.g., workshop, online). The Stefanik specialist began to recognize teachers' individual needs in Year 2 and so planned to conduct an increasing number of individual meetings with teachers. At the Arlington School, the reading specialist and Success For All facilitator collaborate closely so that on-site coaching is coherent and unified.

Principals draw a distinction between professional development and evaluation. They preserve the integrity of the reading specialist's coaching role by spending time in classrooms and observing their teachers first-hand. Principals use the specialist's role to build school-wide capacity.

❖ **Ongoing assessment and increasingly institutionalized data review practices position teachers to identify children's weaknesses and pinpoint their instruction appropriately.**

Staff at all three schools report that management and use of student assessment data are key to informing effective instruction. Some specialists note that the use of data has helped them transition to the role. Reliance on data has depersonalized situations in which specialists work with teachers who had previously been their peers. Specialists have, to a greater or lesser extent, encouraged teachers to bring data to any meeting involving discussions about a child. The use of TestWiz reports at all three schools and AIMSweb at one school (Stefanik) has helped teachers continually adjust their instruction. These reports are used as well in communications with parents and at IEP meetings.

The Franklin Avenue reading specialist created a grade-level monthly data intervention meeting format that has met with widespread success. The meeting format allows for coordinated intervention planning and ensures that each individual child receives the support s/he needs. The principal has shared the monthly data intervention meeting format with other schools in the region and across the Commonwealth and has met with an unanticipated volume of interested responses.

Stefanik's reading specialist prepares a monthly memo for classroom teachers, which gives an "at-a-glance" look at each child's progress. The specialist meets with teachers individually after they have received their monthly summary to discuss children's progress.

❖ **Principals' background, school legacies and incremental approaches to change contribute to schools' experience of success with Reading First.**

▪ **Principals' background in reading and strong instructional leadership help establish a tone for success.**

All three principals have a professional background in reading, holding graduate degrees and/or certifications and having taught reading. School staff believe that the principals' knowledge and experience in the field have been key to effective grant implementation. At each of the three schools, staff members also respect their principal's ability to set a tone of professionalism, respect, safety and focus on learning. Teachers perceive their principals as responsive, informed and committed to the success of their students.

▪ **School history affects implementation of the Reading First grant.**

Staff members at each school cite specific elements of their school's history that influenced choices and results related to Reading First implementation. Each school built on its prior experiences to maximize the potential effectiveness of the grant. Elements of these legacies include school-wide reform processes, building-based coaches and facilitators, small group instruction, formative assessment, and flexible student grouping.

Arlington School teachers had begun using Success for All a few years before Reading First was launched. When the Reading First grant began, Arlington teachers' comfort and skills in delivering the program had steadily increased, and they were positioned to offer reasoned critiques of the program. Over the years the district had developed a productive working relationship with the SFA Foundation. This history of collaboration meant that schools were well situated to take advantage of the opportunities that were created when RF arrived on the scene. Having already addressed the implementation challenges that new SFA schools typically face, and having begun to identify certain shortcomings of SFA through the introduction of RF assessment tools and feedback from the ESE's monitoring visits, the Arlington School was well positioned not only to supplement SFA but also to modify selected components of SFA. Additionally, Arlington's early experience with SFA laid the groundwork for successful RF implementation to the extent that SFA engaged the staff in school-wide reform, ongoing professional development and technical assistance provided by building-based coaches, formative (quarterly) assessments, flexible groupings, and small group instruction.

Prior to Reading First, Franklin Avenue staff had participated in a series of school reform efforts that yielded well functioning school governance mechanisms as well as effective collaboration and communication processes. Under Reading First, when the school was required to adopt a scientifically research-based curriculum, staff drew on the relationships forged and lessons learned during the years of school reform work, which equipped them to negotiate this development and adjust accordingly. Also, Franklin Avenue had for years been using Literacy Collaborative methods and materials. In this regard, their experience with building-based coaches, ongoing professional development, small group instruction, formative assessment, differentiated instruction, learning centers, and an extended literacy block prepared them to adopt Reading First principles and practices.

Stefanik School had been using small group instructional methods for years. The school's "clustered" instructional model was also begun prior to the grant, reflecting the staff's commitment to an inclusion model and targeted instruction. Prior to the grant, the district had engaged Ideal Consulting Services, a Massachusetts-based educational consulting company with experience developing and implementing research-based early literacy/reading instruction and assessment practices. This contract provided support to schools (including Stefanik) to develop a school-wide reading improvement model that included 90-minute literacy blocks, building-based Instructional Support Teams that focus on data and interventions for individual children, flexible grouping, student clustering, and school-wide approaches to behavior management. Additionally, Ideal administered DIBELS in selected classrooms. This early work conducted through the schools' partnership with Ideal positioned the school well to use and benefit from the Reading First grant. In fact, it was one of the Ideal consultants who introduced the Reading First grant to the Chicopee superintendent and suggested that the district apply for a grant. At the time of grant start-up, it was the Ideal consultant who suggested to the principal that both the Title I and special education staff were being under-utilized, thereby laying the groundwork for expanded roles for interventionists.

- **Change is introduced incrementally, reflecting sensitivity to demands that teachers face.**

At each of the three schools, the principals and reading specialists made explicit decisions to introduce new methods and materials gradually and in manageable segments—"little by little," to avoid "overwhelming" the teaching staff. Reading Specialists balanced the high expectations of the grant against their peers' threshold for change. They demonstrated sensitivity to the burden that changes spurred by the initiative might represent. They made efforts to help teachers integrate the changes into their ongoing work lives.

At the beginning of the grant period, the Franklin Avenue reading specialist realized that she needed to provide professional development to teachers in the building. Aware of the demands on teachers' time, she developed a strategy that would meet the grant objectives and satisfy teachers' own professional interests: already an adjunct faculty member in Westfield State College's Reading department, the specialist created a new course, "Using Reading First Assessments to Guide Reading Instruction" and had it approved by the College. She arranged to have waivers accepted as payment, and offered the course to Franklin Avenue teachers (many were in the process of completing master's degrees). Teachers who enrolled in the class were exposed to the fundamental tenets of Reading First, and they earned credit toward their graduate degrees.

Stefanik's principal worked closely with the reading specialist and the Ideal consultant to develop a phased-in plan that would allow teachers adequate time and training to feel confident in the use of new materials and methods. Rather than a complete overhaul of the whole instructional program, the Reading First team focused initially on making targeted changes in teaching practice. Classroom teachers focused first on learning the core curriculum, interventionists focused first on learning their programs, and mechanisms were then established that brought these complementary approaches into closer alignment. Cross-fertilization between classroom teachers and interventionists gradually resulted in a seamless instructional program.

While the district has introduced a considerable array of new programs into the schools, Arlington staff members have worked to ensure the ongoing integration of programs and methods. They have modified Success For All over the years by incorporating Houghton Mifflin materials into instruction in order to meet the needs of their students. When data revealed, for example, that second graders were typically encountering difficulty transitioning from Roots to Wings, the staff identified phoneme patterns in Roots and then extended Roots

phonics by creating lessons for Wings using Houghton Mifflin materials. The SFA facilitator and the Reading First reading specialist collaborated in the design of these new lessons, fondly named “Winglets.” Their goal was to make activities as user-friendly as possible for teachers, so they selected “meaty” excerpts from Houghton Mifflin’s anthology, and prepared cards (“guide sheets”) for teachers to consult that show alignment between stories and skills, and realistic time estimates.

- **Rather than mandate change, reading specialists create demand for new knowledge.**

Reading specialists at the focal schools employed processes and practices that fostered interest and enthusiasm among their colleagues. Rather than mandating change, they often found themselves in the position of responding to teachers’ requests for new information and resources.

The Franklin Avenue specialist used a phased-in approach to create monthly data intervention meetings, inviting first one group of staff to attend, and then another group, initially to observe (“fishbowl”) and then to participate. She soon found herself reassuring those who had not yet been invited that they would be included in the future.

Stefanik’s specialist worked first with those individuals who were most interested in learning. Her plan was to nurture the excitement of those who initially demonstrated enthusiasm by working with them on specific goals, so that the learning—and excitement—would spread. The specialist found that after the paraprofessional staff and interventionists had been collaborating closely for about a year, classroom teachers were eager to be invited to trainings and other meetings.

At the Arlington School, staff histories and positions account in large measure for teachers’ increasing enthusiasm. The school’s original Success For All facilitator (and current reading specialist) arrived in Lawrence after having served as an SFA consultant on the west coast. She attempted to dispel teachers’ fears that she would expect them to implement the program according to perceived prescriptions. Rather, she demonstrated that she was flexible and responsive to their input, thereby building trust and nurturing dialogue among staff members. Increased collaboration between the SFA facilitator and reading specialist over the past few years has also contributed to a climate in which teachers are increasingly aware of, and interested in, the innovations that their colleagues are piloting.

- ❖ **The initiative has allowed administrators and teachers to prioritize reading.**

- **Massachusetts Reading First has fostered a common language and a coherent set of practices**

In broad terms, the initiative has led to improved student learning and increased motivation, competence, confidence and professional satisfaction for teachers. In broad terms, the initiative has allowed administrators and teachers to prioritize reading. These widespread achievements have been supported by an overarching conceptual framework coupled with appropriate resources. In the three focal schools, staff have worked to develop a seamlessly integrated three-tiered reading program that exhibits a consistency of approaches across core, supplemental and intensive programs. The broad spectrum of teachers and interventionists who use these programs share a common language and they collaborate to ensure that each child benefits from the reading team’s attention to progress, needs and strategies.

- **Customization: Administrators and reading specialists expect that publishers and consultants tailor their presentations to school needs**

Reading Specialists, principals and district liaisons communicate with publishers’ representatives and consultants to ensure that their products and services are tailored to meet the particular needs of their staff and students. Immersed in ongoing instruction at their schools, administrators and reading specialists are familiar with continuing challenges that their teachers and students are facing. They are equipped to articulate their school’s needs to publishers and consultants. They manage the process of working with outside resource people so as to maximize effectiveness and minimize disruption.



- **Interventionists' professional identities have been enhanced/reinvigorated.**

The grant has positively affected the professional status that interventionists (e.g., Title I, special education and paraprofessional staff) in all three schools enjoy. Once under-valued by their colleagues, interventionists are now perceived to be key members of the reading team; they are routinely called on by their colleagues to offer their expertise. Principals and classroom teachers recognize that interventionists are well-positioned to make critical contributions to the processes of assessment, planning and delivery of targeted instruction to students, especially struggling readers. Interventionists themselves derive professional satisfaction from the gains that they observe children making and from the continued professional growth opportunities that the initiative provides as well as the collegial exchange of skills and knowledge with their peers. The expanded role that interventionists now play contributes to ever-increasing diagnostic and instructional capacity school-wide. These key team members contribute to the dissemination of knowledge and expertise that previously was held only by select teachers and/or the Reading Specialist.

### **Key Findings from the 2006-2007 Cases**

The research explores focal schools' current practice with respect to differentiated instruction, including approaches to student assessment and instructional strategies in the following inter-related categories: data schemes and plans; inventory of procedures and tools to track individual student progress and inform instructional planning; and management issues such as use of staff roles and scheduling. Selected commonalities are presented below.

- ❖ **School culture reflects a commitment to valid data and sophisticated analyses of assessment results**

Each of the three districts has a long-standing history of support to early literacy, as evidenced by investments such as contractual arrangements with external partners and/or the use of grant-funded opportunities to provide teachers substantial professional development and instructional materials. In particular, teachers have benefited from years of experience learning to conduct formative assessments and to tailor their instruction to meet the needs of individual children, as suggested by the data. Drawing on this legacy, teachers at the three focal schools were well-positioned to implement the student monitoring guidelines that the initiative introduced. They have steadily improved their practice through increasingly sophisticated use of the tools made available. Each of the three schools demonstrates an approach to data management that includes ongoing attention to each individual child's progress. Through an array of strategies--including individualized fluid folders, data-based teacher supervision, data meetings with students and color-coded tracking sheets--teachers, interventionists and administrators identify and respond promptly to children's needs.

- ❖ **Schools integrate the roles of classroom teachers and interventionists**

At each of the three schools, principals have created conditions that foster communication and collaboration between classroom teachers and interventionists. In these schools, the use of specialized staff such as Title I teachers has been deliberately planned so that children are matched with the appropriate adults and professional expertise is shared among staff. Increasingly, staff find that they speak a common language and employ consistent approaches with all their students. While teachers in the past would likely have expressed broad concern about individual students, they now pinpoint the needs, which change over time, and engage in professional dialogue with interventionists about ongoing and proposed approaches to working with their children.

- ❖ **Teachers strike a balance between fidelity to the curriculum and flexibility to address specific needs**

While recognizing the value of implementing instruction with fidelity, teachers at some schools have modified their use of the core curriculum to respond to the needs of their individual students. Materials may be used off-level, as suggested by the data, for example and/or small-group and whole-group modalities are occasionally

interchanged to meet the needs of specific students. Overall, teachers report feeling confident that the multiple assessment strategies available to them – in particular, core program unit assessments, DIBELS, and GRADE – appropriately inform their decisions and lead to effective instructional practice.

❖ **Differentiation addresses the needs of more proficient students as well as struggling readers**

At Sanders Street efforts to meet the needs of each student are not focused solely on struggling readers; they also include a school-wide concern that more advanced students not be neglected. The school's significant collection of leveled readers is critical to this strategy. Additionally, teachers rely on a combination of teacher-generated worksheets for individual work and published materials. Challenge Workbooks (Open Court) are widely appreciated, and first grade teachers, in particular, rely on the flexibility of Explode the Code and Primary Phonics. Also, the school recently instituted book groups in third grade to help children move on from fluency to comprehension. Conducted two days per week, these groups emphasize higher order skills such as critical thinking, point of view and synthesizing material. Additionally, teachers are pleased that the individualized CCC SuccessMaker lessons allow not only the struggling readers but also the more advanced children to continue to make progress. Readers Workshop, for example, was cited as a useful tool for helping third grade students with vocabulary and comprehension, employing longer passages and targeting inferential skills.

At Davis, a Title I staff member has been assigned to work not only with at-risk children but also grade-level children, and classroom teachers described the practice of using center time and reading groups to ensure that the needs of the more proficient readers are not neglected.

❖ **Student success feeds teachers' professional satisfaction and leads to steadily increasing expectations for student learning.**

In all three schools, teachers report that their continued experience of success has provided much-needed reward and positive reinforcement of their efforts. In the face of steadily increasing demands on their time and rising expectations, teachers derive tremendous satisfaction from the gains that their students demonstrate. In particular, success in moving children out of Tier III has contributed to sustained momentum and teachers' continued commitment to higher expectations for all of their students. Given that moving children out of the risk categories means fewer children who need the most intensive services, teachers' morale is boosted with respect to workload as well as intrinsic pride in their students. Overall, the visual representation of children's movement from one risk level to another—through post-it notes stuck to a teacher's summary sheet or charts hung on the wall—makes children's progress visible to other adults, and thereby contributes further to teachers' professional satisfaction.

To a great extent, teachers find that their expertise has only increased as the initiative has evolved. Through close collaboration with the reading specialist and the professional development offered by ESE, their attention to data has only increased, and their focus has increasingly shifted toward finding appropriate strategies for individual children.

## Program Impact and Sustainability

Surveys administered in spring 2007 provided staff in Reading First schools the opportunity to offer their perceptions of program impact in several areas including their knowledge of the five dimensions of reading, their instructional planning, instructional practice, and student skills. They were also asked for their perspectives on the relative importance of various aspects of the grant program and the likelihood that those aspects would be sustained once grant funding had come to an end.

### Findings

- ❖ The vast majority of Reading First staff – 98 percent of reading specialists, 91 percent of teachers and principals, and 87 percent of district coordinators – reported that RF had at least moderately improved their overall knowledge about effective reading instruction. Those figures include about 80 percent of principals and reading specialists who reported that their overall knowledge had been “very much” improved.
- ❖ The perceived impact on knowledge was fairly well distributed across the five dimensions of reading. Although Reading First is often criticized for being too focused on phonemic awareness, phonics, and fluency, reading specialists perceived the greatest impact in their knowledge of vocabulary. Principals perceived the greatest impact in the areas of fluency and vocabulary.
- ❖ Reading First staff also report that the program has had a positive impact on their knowledge related to key aspects of instructional planning including: using data to inform instruction, selecting effective curricula and instructional materials, as well as planning and managing differentiated instruction.
- ❖ Overall, teachers felt that Reading First had improved their instructional practice, and that perceived improvement was fairly consistent across the five dimensions of reading. The areas in which teachers felt the least improvement were selecting effective curricula and instructional materials, and planning and managing differentiated instruction (though these areas still received relatively high mean scores). Principals and district coordinators reported quite similar impacts on their teachers.
- ❖ Only about half of reading specialists think that their schools are using both supplemental and intensive intervention programs effectively, which may indicate that many schools are still struggling with the intervention component of Reading First.
- ❖ Across roles, Reading First staff report that the program has had a moderate to strong impact on students’ reading skills, particularly in the areas of phonological and phonemic awareness and phonics and word study.
- ❖ The literacy block, full-time reading coach, tiered curriculum delivery and the DIBELS assessment were all perceived as critical success factors of the Reading First program. Aspects of the grant that were perceived to be less important were the particular core curriculum, the foundational reading course, and the GRADE assessment. Nearly all of the district coordinators and principals indicated that once grant funds were no longer available, their schools would be very likely to continue the uninterrupted extended literacy block and using their selected core curriculum. In contrast, though highly valued, substantially fewer schools indicated that they were very likely to continue to employ a full-time reading coach position and tiered curriculum delivery.

## Educator Knowledge and Practice

Table 122 shows that principals and reading specialists feel most personally affected by the grant, with 77 percent of principals and 81 percent of reading specialists indicating that their knowledge of effective reading instruction was very much improved. As indicated earlier in the report, reading specialists received substantial amounts of professional development through the grant and this is likely to contribute to their perceptions of increased knowledge. Principals, on the other hand, received substantially less professional development, but may have come into the grant with less prior knowledge of reading instruction, allowing them ample room for growth even with lesser amounts of training.

**Table 122: Impact of RF on Overall Knowledge**

To what extent do you think RF has improved your overall knowledge about effective reading instruction?	District Coordinators (N = 30)	Principals (N = 79)	Reading Specialists (N = 84)	Teachers (N = 1,529)
Not at all	---	---	---	1%
Slightly	13%	6%	1%	6%
Moderately	27%	14%	17%	32%
Very much	60%	77%	81%	59%

Survey respondents were also asked to rate the extent to which their knowledge of each of the five dimensions of reading was affected by their participation in the program. Table 123 shows that the perceived impact on knowledge is fairly well distributed across the five dimensions of reading. Although Reading First is often criticized for being too focused on phonemic awareness, phonics, and fluency, reading specialists rated vocabulary the highest. Principals perceived the greatest impact in the areas of fluency and vocabulary. The consistently higher mean scores given out by principals and reading specialists reinforce the trend seen in Table 122 – that those two groups of individuals felt a greater personal impact than district coordinators or teachers.

**Table 123: Impact of RF on Knowledge of the Five Dimensions of Reading**

To what extent do you think RF has improved your knowledge of each of the following dimensions of reading:	Mean Score (max score 4)			
	District Coordinators (N = 30)	Principals (N = 79)	Reading Specialists (N = 84)	Teachers (N = 1,529)
Phonological and phonemic awareness	3.2	3.5	3.6	<b>3.4</b>
Phonics and word study	3.3	3.5	3.5	3.3
Fluency	<b>3.4</b>	<b>3.7</b>	3.7	<b>3.4</b>
Vocabulary	<b>3.4</b>	3.6	<b>3.8</b>	3.3
Comprehension	3.3	3.5	3.6	3.3

Answer choices on the survey were “not at all,” “slightly,” “moderately,” and “very much.” We assigned values of 1, 2, 3, and 4, respectively to each answer choice, allowing us to calculate a mean score for each item. The higher the mean score, the greater the impact felt by survey respondents. The highest mean score given out by each group of respondents is in bold.

Similarly, survey respondents were asked to rate the program affected their knowledge of important aspects of instructional planning. Table 124 shows a relatively strong impact for each of the identified topics. Across all four types of individuals, the strongest impact was in the area of using data to inform instruction. The program also had a moderate to strong impact on participants’ knowledge of selecting effective curricula and instructional materials as well as planning and managing differentiated instruction.

**Table 124: Impact of RF on Instructional Planning**

To what extent do you think RF has improved your knowledge about each of the following topics:	Mean Score (max score 4)			
	District Coordinators	Principals	Reading Specialists	Teachers
	(N = 30)	(N = 79)	(N = 84)	(N = 1,529)
Selecting effective curricula and instructional materials	3.1	3.4	3.5	3.2
Using assessment data to inform instruction	<b>3.5</b>	<b>3.6</b>	<b>3.8</b>	<b>3.5</b>
Planning and managing differentiated instruction	3.0	3.3	3.5	3.2

Answer choices on the survey were “not at all,” “slightly,” “moderately,” and “very much.” We assigned values of 1, 2, 3, and 4, respectively to each answer choice, allowing us to calculate a mean score for each item. The higher the mean score, the greater the impact felt by survey respondents. The highest mean score given out by each group of respondents is in bold.

Teachers were asked on their survey to report to what extent Reading First improved their instructional practice, both overall and with regard to specific topics. Table 125 shows that, overall, teachers do feel that Reading First has improved their instructional practice, and that perceived improvement is fairly consistent across the five dimensions of reading. The areas in which teachers felt the least improvement were selecting effective curricula and instructional materials, and planning and managing differentiated instruction (though these areas still received relatively high mean scores).

**Table 125: RF Impact on Instructional Practice – Teachers Only (N = 1,529)**

To what extent do you think RF has improved your <b>practice</b> with regard to reading instruction, in the following areas:	Mean Score (max score 4)
Overall	3.5
Phonological and phonemic awareness	3.4
Phonics and word study	3.3
Fluency	3.4
Vocabulary	3.4
Comprehension	3.3
Selecting effective curricula and instructional materials	3.2
Using assessment data to inform instruction	3.4
Planning and managing differentiated instruction	3.2

Answer choices on the survey were “not at all,” “slightly,” “moderately,” and “very much.” We assigned values of 1, 2, 3, and 4, respectively to each answer choice, allowing us to calculate a mean score for each item. The higher the mean score, the greater the impact felt by survey respondents.

Principals and reading specialists were asked their opinions on improvements in their teachers' instructional practice. Although their impact ratings are generally higher than those of the teachers, they reveal a similar pattern. The vast majority of principals and district coordinators found that their teachers' instructional practice improved fairly consistently across the five dimensions of reading and in using assessment data to inform instruction. Again, the two topic areas with the lowest mean scores were selecting effective curricula and instructional materials, and planning and managing differentiated instruction.

**Table 126: RF Impact on Instructional Practice –Principals and Reading Specialists**

To what extent do you think RF has improved your teachers' <b>practice</b> with regard to reading instruction, in the following areas:	Mean Score (max score 4) (N = 163)
Phonological and phonemic awareness	3.7
Phonics and word study	3.6
Fluency	3.7
Vocabulary	3.6
Comprehension	3.5
Selecting effective curricula and instructional materials	3.3
Using assessment data to inform instruction	3.8
Planning and managing differentiated instruction	3.4

Answer choices on the survey were “not at all,” “slightly,” “moderately,” and “very much.” We assigned values of 1, 2, 3, and 4, respectively to each answer choice, allowing us to calculate a mean score for each item. The higher the mean score, the greater the impact felt by survey respondents.

School personnel were asked their opinions on their schools' use of intervention programs to support students who are somewhat or seriously at risk for reading problems. Generally, survey respondents' perceptions of effectiveness were consistent for both students who were somewhat and seriously at risk. In other words, the vast majority of those who thought their school was using interventions very effectively for students who were somewhat at risk also indicated that their school was very effectively using interventions for students who were seriously at risk.

As shown in Table 127, only about half of reading specialists think that their schools are using both types of intervention programs effectively. Presumably, reading specialists are closely involved with the interventions and highly knowledgeable about reading, so their relatively low ratings on these two questions may indicate that many schools are still struggling with the intervention component of Reading First.

**Table 127: Effective Use of Intervention Programs**

How effectively is your school utilizing intervention programs to support students who are:	Mean Score (max score 3)		
	Principals (N = 79)	Reading Specialists (N = 84)	Teachers (N = 1,529)
Students <b>somewhat</b> at risk for reading problems	2.7	2.5	2.7
Students <b>seriously</b> at risk for reading problems	2.7	2.5	2.6

Answer choices on the survey were “not at all effectively,” “somewhat effectively,” and “very effectively.” We assigned values of 1, 2, and 3, respectively to each answer choice, allowing us to calculate a mean score for each item. The higher the mean score, the greater the impact felt by survey respondents.

## Student Skills

Survey respondents were also asked about the impact of Reading First on their students' reading skills. Table 128 shows that school personnel perceived the greatest impact on students' skills with relation to phonological and phonemic awareness and phonics and word study. The areas of vocabulary and comprehension show consistently lower perceived impact across all three types of school personnel.

**Table 128: RF Impact on Student Skills**

To what extent do you think RF has improved your students skills with regard to the following dimensions of reading:	Mean Score (max score 4)		
	Principals (N = 79)	Reading Specialists (N = 84)	Teachers (N = 1,529)
Phonological and phonemic awareness	<b>3.7</b>	<b>3.5</b>	<b>3.7</b>
Phonics and word study	<b>3.7</b>	3.4	<b>3.7</b>
Fluency	3.6	3.4	3.6
Vocabulary	3.4	3.3	3.3
Comprehension	3.3	3.2	3.1

Answer choices on the survey were “not at all,” “slightly,” “moderately,” and “very much.” We assigned values of 1, 2, 3, and 4, respectively to each answer choice, allowing us to calculate a mean score for each item. The higher the mean score, the greater the impact felt by survey respondents. The highest mean score given out by each group of respondents is in bold.

## Relative Importance and Sustainability of RF Activities

Table 129 shows that the uninterrupted literacy block received a nearly perfect mean score among all four groups, indicating general agreement that this aspect of the Reading First grant is essential to success. The full time reading coach also received very high mean scores across all types of respondents, as did DIBELS and the three-tier model. Aspects of the grant that are perceived to be less important are the core curriculum, GRADE and the reading course. While the *TestWiz* software received somewhat lower ratings among other respondents, it was rated quite highly reading specialists, who by most accounts are the primary users of the software in most schools.

**Table 129: Importance of RF Activities**

How important to the success of your Reading First school(s) are each of the following aspects of the program?	Mean Score (max score 3)			
	District Coordinators (N = 30)	Principals (N = 79)	Reading Specialists (N = 84)	Teachers (N = 1,529)
A literacy block of at least 90 minutes	<b>3.0</b>	<b>3.0</b>	<b>3.0</b>	<b>2.9</b>
Your chosen core curriculum	2.7	2.6	2.7	2.7
Information gained from DIBELS	2.8	2.9	<b>3.0</b>	2.7
Information gained from GRADE	2.6	2.7	2.7	2.4
Using <i>TestWiz Reading First</i> to manage assessment data	2.6	2.6	2.8	2.2
Employing a full time reading coach	2.9	<b>3.0</b>	<b>3.0</b>	2.7
The three-tier model of reading instruction	2.9	2.9	2.9	2.7
Access to a reading course (TRA, VoyagerU) for new teachers	2.6	2.6	2.7	2.5

Answer choices on the survey were “not at all important”, “somewhat important”, and “very important”. We assigned values of 1, 2, and 3 to those answers (respectively) and then calculated a mean score. The higher the mean score the more value a particular group of respondents placed on that aspect of the grant. The highest mean score given out by each group of respondents is indicated in **bold**.

School personnel were asked to share their thoughts about the Reading First reading specialist position and its impact on instruction. Answers to this survey item were overwhelmingly positive, indicating that the vast majority of principals, reading specialists, and teachers found the reading specialist position to be an integral part of the grant. Below are some generally positive quotes about the reading specialist position:

*The reading coach is vital to the success of the implementation of RF practices.*

*It would have been nearly impossible to launch a core program and be so successful without our coach.*

*Our district has recognized the value of the coaching model and has rolled it out to our other schools.*

*The coach is the catalyst that makes these improvements possible.*



*Our reading coach is indispensable! I don't know how a school can participate in the RF program without this person. She is always available to support, advise, and model whenever necessary.*

*I think it is extremely important to have a reading coach. We have a large turnover of teachers and a coach is necessary to help those teachers who did not have the benefit of in-service on the various programs, assessments, etc.*

In addition, many respondents spoke specifically about the reading specialist's role in providing professional development and analyzing student assessment data. Below are some illustrative quotes.

*This position has been crucial to providing coaching, professional development, and monitoring the curriculum. The success of our program has been driven by this position.*

*It is crucial to have these experts on hand to support teachers on an on-going basis and to provide professional development as needed.*

*She provides the much needed support, coaching and modeling to the teachers. Professional development provided by the coach has been beneficial.*

*Our specialist was very helpful explaining the curriculum to me and showing me what was important for our students to focus on. She gave me many strategies for delivering instruction as well.*

*The RFRS can look at the big picture -- analyze data trends, plan effective grade level instruction. Classroom teachers can analyze their own data and made instructional decisions but the coach can facilitate whole-school change and improved achievement.*

*I feel that this program will fade away without a full-time coach. Teachers are too busy to spend the time analyzing data and using it to plan differentiated instruction alone!*

*The role of the school-based coach is critical in implementing a high quality reading program -- particularly when it comes to analyzing and presenting data and providing direct, individualized coaching support to teachers.*

*My reading coach has been critical in assisting me in analyzing data and modifying my instructional practices accordingly.*

*The coach has been able to collect data and synthesize and organize it in order to give us information on instruction. (Otherwise we would not have had the time for this.)*

*Our coach is instrumental and I really don't think I could do the job I do instructing without her help. Classroom teachers are pulled in many areas daily and she looks at our data with a different view and we discuss and plan as a team.*

District coordinators and principals were then asked about the likelihood that each aspect of the grant would continue in their district or school after the Reading First grant ends. Table 130 shows that nearly all of the district coordinators and principals indicated that they would be very likely to continue the 90-minute literacy block. This reinforces the finding that the literacy block is highly valued among all types of survey respondents. The core curriculum is also likely to be continued in many schools, according to district coordinators and principals. DIBELS appears moderately likely to stay in place, but there is less continuing support for GRADE. This is consistent with responses to other survey items as well as previous feedback about the two assessments.

On the other hand, the reading coach position was rated as very important to the success of the school, but only 53 percent of district coordinators and 37 percent of principals indicated that they would be very likely to continue this aspect of the grant. This is most likely an issue of funding. Many districts and schools do not have the resources to employ a full-time coach without the Reading First grant money. Similarly, the three-tier model received very high mean scores for its importance to program success, but only about 80 percent of principals and district coordinators indicated that they would likely continue that model after Reading First officially ends.

Again, this is likely an issue related to resources – both in terms of coordinating differentiated instruction and purchasing the necessary materials.

**Table 130: Likelihood of Continuing RF Activities**

Assuming federal or state funding are no longer available, how likely are each of the following to continue in your school(s):	Percentage Responding "Very likely"	
	District Coordinators (N = 30)	Principals (N = 79)
A literacy block of at least 90 minutes	97%	96%
Your chosen core curriculum	90%	96%
Administering DIBELS	80%	73%
Administering GRADE	43%	51%
Employing a full time reading coach	53%	37%
The three-tier model of reading instruction	83%	82%
Providing a reading course (TRA, VoyagerU) for new teachers	33%	22%

District coordinators and principals were asked to identify any steps they have taken to begin planning for sustainability of Reading First activities beyond the end of the grant. Responses to this item focused largely on the following three areas: (1) spreading Reading First practices to other grades and other schools in the district, (2) finding ways to continue employing a full-time reading specialist, and (3) preparing for a time when there is no longer a full-time reading specialist. Below are some illustrative quotes:

*[We have been] extending [Reading First] to the higher grade levels, making assessments district-wide policies.*

*RF practices and strategies have already been implemented in all schools in the district, so sustaining the practices of RF is becoming a reality.*

*Reading First practices have been disseminated to other schools in the district. DIBELS and GRADE are used in all eight of our schools. The entire district is using the same core reading program.*

*RF practices have already been implemented at all elementary buildings in [our district] including employing a full-time reading specialist.*

*Constant conversations with Title I to assume RF coach salaries.*

*District will fund a full-time coach. District has adopted the core program.*

*District has created a new district literacy plan which is expected to go into effect next year. This plan includes training for all K-5 teachers on 5 essential components of reading and effective use of data and the core reading program. It recommends the hiring of 5 additional literacy coaches.*

*We have begun exploring other funding sources to continue staffing interventionists and our reading coach.*

*Training classroom teachers to administer assessments. Training & coaching classroom teachers in intervention programs.*

*Training of staff in RF coach responsibilities.*

*We have begun returning responsibility to the teachers.*

## Summary and Conclusion

This report provides an overview of activities and student outcome data for Massachusetts' fifth year of funding under the federal Reading First program. Its primary focus is the analysis of student assessment data and examination of changes in student outcomes for schools with three or four full years of classroom implementation as well as results for schools participating in the state-funded John Silber Reading Initiative.

### Program Description

During the 2006-2007 academic year, 42 districts received funding totaling about \$11 million dollars through the Massachusetts Reading First program. In total, 89 schools participated during this period. Those schools employed nearly 2,100 administrators, reading specialists and K-3 classroom teachers. Through the first four years of classroom implementation (fall 2003 through spring 2007) more than 80,000 Massachusetts K-3 students participated in Reading First. Table 131 provides a snapshot of the characteristics of the K-3 students enrolled in Massachusetts Reading First schools on October 1, 2006.

<b>Table 131: K-3 Students Enrolled in Massachusetts Reading First Schools (October 1, 2006)</b>	
Total enrolled	24,656
Special Education students	14%
English Language Learners	21%
Low Income students	72%
White students	35%
Hispanic/Latino students	39%
Black/African American students	15%

In addition, 36 schools participated in the state-funded John Silber Reading Initiative, which is modeled after Reading First. The Silber program provides funding to schools that have an identified need, but are not eligible for Reading First, primarily because they don't meet the poverty criteria. Silber schools receive professional development (including foundational training) and support to improve K-3 reading instruction. They are included as part of the Reading First regional network and statewide meetings. They are required to administer the DIBELS and GRADE assessments to their students. Table 132 provides a snapshot of the characteristics of K-3 students enrolled in Silber schools on October 1, 2006.

<b>Table 132: K-3 Students Enrolled in Silber Schools (October 1, 2006)</b>	
Total enrolled	8,991
Special Education students	14%
English Language Learners	19%
Low Income students	61%
White students	52%
Hispanic/Latino students	30%
Black/African American students	9%

While individual schools and districts have some flexibility in how they implement their Reading First grants, all must incorporate the following basic program requirements:

- Develop and implement an instructional model centered on tiers of curriculum delivery.
- Employ a full-time reading specialist in each participating K-3 school to provide high-level support to classroom teachers and others involved in the teaching of reading.
- Participate in foundational training as well as ongoing professional development and support provided by the Massachusetts Department of Elementary and Secondary Education.
- Administer designated student assessments and use data to inform instruction.

In addition to specific professional development events, the Massachusetts Department of Elementary and Secondary Education employs a cadre of implementation facilitators whose role is to provide ongoing, direct support to staff in Reading First schools. They work primarily with the reading specialist in each school but also frequently have direct contact with building administrators and teachers. The implementation facilitators also lead bimonthly regional meetings, which bring together reading specialists and district coordinators to share experiences and implementation challenges.

Staff from the Department's Office of Reading also conduct monitoring visits to each Reading First school. The objective is to identify areas of strength and weakness as well as actions needed to improve Reading First implementation. After the visit each school receives a letter summarizing findings from the visit and is expected to work with their implementation facilitator to develop an action plan addressing those findings.

## Student Outcome Measures

The program evaluation utilizes results from three student assessments as the basis for measuring student improvement and providing comparisons among groups of students. They are:

- The DIBELS Oral Reading Fluency subtest is a standardized, individually-administered assessment developed at the University of Oregon. Based on performance, students are placed in three categories – at risk, some risk and low risk.
- GRADE is a norm-referenced, group-administered assessment developed and marketed by Pearson. It is a comprehensive test covering the five key components of reading and offers multiple level tests for use across many grade levels. The Massachusetts Department of Education has established four categories of reading achievement based on students' scores – weak, low average, average, or strength. Students scoring in the average or strength category are considered to be performing "at or above grade level."
- The Massachusetts Comprehensive Assessment System (MCAS) reading test is designed to assess the reading skills of all public third graders in the state. The primary focus of the test is reading comprehension. Results of the third grade reading test are reported in terms of four performance levels – warning, needs improvement, proficient, and above proficient. The above proficient category is new for the 2006 test. For the purposes of the Reading First evaluation those students are grouped in the proficient category.

## Findings

- ❖ As defined by the U.S. Department of Education, the main criteria for evaluating the impact of Reading First is whether the program has resulted in an increase in the percentage of students performing "at or above grade-level" and a decrease in the percentage of students with "serious reading difficulties." To address these criteria, Massachusetts relies primarily on results from the DIBELS Oral Reading Fluency and GRADE assessments. Results from both of these assessments demonstrate that Massachusetts has met these improvement criteria for all grade-levels and participating cohorts.

DIBELS Oral Reading Fluency results show improvement for all grade-levels and cohorts, including increases in the percentage of students in the *low risk* category, decreases in the percentage of students in the *at risk* category, and increased mean scores.

Results on the GRADE assessment also show increases in the percentages of students scoring in the *average/strength* category (stanine 5-9), decreases in the percentages of students scoring in the *weak* category (stanine 1-3), and increases in mean scores at all grade levels on the over time. Eighteen schools (12 Reading First and 6 Silber) stood out as having 80 percent or more of their students performing at benchmark on the spring 2007 GRADE assessment. Since they began program implementation, about 70 percent of Reading First and Silber schools demonstrated increases in the proportion of students in the *average/strength* category and decreases in the proportion of students in the *weak* category on the GRADE assessment. These included about 30 percent of the schools that showed substantial improvement with *average/strength* increases **and** *weak* decreases of at least 10 percentage points.

- ❖ All of the designated subgroups (special education, limited English proficient, low income, African American/black and Hispanic/Latino students) have shown cumulative improvement as measured by performance on the GRADE assessment. Of particular note are those subgroups with levels of improvement which meaningfully exceed the general population (an indication that the performance gap for these students is narrowing). Those subgroups are: RF cohort 1 first and second grade special education students, RF cohort 1 first grade limited English proficient students, and RF cohort 2 third grade limited English proficient students. There are also a few subgroups with levels of improvement that are meaningfully smaller than the general population (an indication that the performance gap for these students is widening). Those subgroups are all from RF Cohort 1. They are: first and second grade African American students and third grade limited English proficient students.
- ❖ Relative performance on the Reading First assessments (DIBELS ORF and GRADE) and MCAS shows that Reading First students are improving, but so far not enough to yield marked improvement on the more challenging MCAS test – especially in regard to decreasing the percentage of students scoring in the *warning* category. Since baseline, third grade MCAS results for the state as whole, Reading First, and Silber all show decreases in the level of proficiency and increases in the percentage of students scoring in the *warning* category. Annual changes in proficiency from 2006 to 2007 are more hopeful with stable results for RF cohort 2 and small improvements statewide, for RF cohort 1 and JSER cohort 2. However, during the same period, the percentage of students performing at the *warning* level increased statewide and for each of the RF cohorts.

Yet, when judged by the percentage of students meeting or exceeding the *needs improvement* level (a standard much more consistent with “grade-level” performance on nationally-normed assessments), Massachusetts students perform quite well. In 2007, 91 percent of students statewide met or exceeded the *needs improvement* cut score as did 82 percent of students in RF and JSER schools.

Among participating schools, there are wide disparities in MCAS performance. In 2007, 11 schools (nine RF and two Silber) had third grade MCAS *proficiency* rates equal or better than the statewide rate of 59 percent and 10 (five RF and five Silber) had *warning* rates lower than five percent. At the same time, 22 schools (16 RF and six Silber) had *proficiency* rates of 25 percent or less and 20 (18 RF and two Silber) had *warning* rates of 33 percent or more. Since the year prior to implementation, one-quarter of Reading First schools and about 22 percent of Silber schools demonstrated increases in the proportion of students attaining *proficiency* and decreases in the proportion of students in the *warning* category on the MCAS third grade reading test. These included about six percent of Reading First and Silber schools that showed substantial improvement with *proficiency* increases **and** *warning* decreases of at least 10 percentage points.

- ❖ Comparing the performance of proficient and non-proficient students indicates that focusing on the following issues may further improve MCAS proficiency rates: developing faster and more accurate decoding skills; practicing with longer and more difficult authentic text – including high-quality expository text; building

receptive vocabulary; developing strategies to infer meaning from text; and helping students respond to literature, especially in writing.

- ❖ For each of the included cohorts, the 2006-2007 effectiveness index for *average/strength* students shows that 95 percent of those who began the year in the *average/strength* categories ended the year at that level. Furthermore, about half improved their performance by one or more stanine, including about 30 percent who moved from *average* to *strength*. More than half of all Reading First and Silber schools demonstrated instructional effectiveness for these students of at least 95 percent, including 10 schools at 100 percent. The programs by the most commonly used core publishers (Harcourt, Houghton-Mifflin, and Scott Foresman) all appear to provide highly effective instruction to students who began the school year meeting benchmark on the GRADE assessment. At the second and third grade levels, the data do suggest that in some respects schools using Scott Foresman perform better than those using Harcourt.
- ❖ For all of the included cohorts combined, the 2006-2007 effectiveness index for *low average* students shows that about 70 percent of those who began the year in the *low average* category ended the year at in the *average/strength* categories. For each of the cohorts, instruction was the most effective at the first grade level, especially with regard to moving students from the *low average* category to the *strength* category. Nineteen schools demonstrated instructional effectiveness of at least 85 percent, including Sheffield Elementary in Gill-Montague, which moved all of its *low average* students into the *average/strength* categories.
- ❖ For all of the included cohorts combined, the 2006-2007 effectiveness index for *weak* students shows that 56 percent of those who began the year in the *weak* category ended the year in the *low average* category or higher. As with *low average* students, instruction for *weak* students was the most effective at the first grade level, especially with regard to moving students from the *weak* category to the *average* category and even more so in moving students from the *weak* category to the *strength* category. Twenty-two schools demonstrated instructional effectiveness for *weak* students of at least 70 percent.
- ❖ Case studies conducted at schools with promising student outcomes suggest the following:
  - School leaders' active involvement in both policy and execution demonstrate belief in Reading First and foster staff buy-in.
  - Principals' background, school history and incremental approaches to change contribute to schools' experience of success with Reading First.
  - Professional development is ongoing and customized to meet the needs of instructional staff.
  - School culture reflects a commitment to valid data and sophisticated analyses of assessment results. Ongoing assessment and increasingly institutionalized data review practices position teachers to identify children's weaknesses and pinpoint their instruction appropriately.
  - Schools integrate the roles of classroom teachers and interventionists.
  - Teachers strike a balance between fidelity to the curriculum and flexibility to address specific needs.
  - Differentiation addresses the needs of more proficient students as well as struggling readers.
  - Student success feeds teachers' professional satisfaction and leads to steadily increasing expectations for student learning.
- ❖ The vast majority of Reading First staff – 98 percent of reading specialists, 91 percent of teachers and principals, and 87 percent of district coordinators – reported that RF had at least moderately improved their overall knowledge about effective reading instruction. Those figures include about 80 percent of principals and reading specialists who reported that their overall knowledge had been “very much” improved. The perceived impact on knowledge was fairly well distributed across the five dimensions of reading. Although Reading First is often criticized for being too focused on phonemic awareness, phonics, and fluency, reading specialists perceived the greatest impact in their knowledge of vocabulary. Principals perceived the greatest impact in the areas of fluency and vocabulary.

- ❖ Teachers reported that Reading First had improved their instructional practice, and that perceived improvement was fairly consistent across the five dimensions of reading. The areas in which teachers felt the least improvement were selecting effective curricula and instructional materials, and planning and managing differentiated instruction (though these areas still received relatively high mean scores). Principals and district coordinators reported quite similar impacts on their teachers.
- ❖ Across roles, Reading First staff report that the program has had a moderate to strong impact on students' reading skills, particularly in the areas of phonological and phonemic awareness and phonics and word study. However, only about half of reading specialists think that their schools are using both supplemental and intensive intervention programs effectively, which may indicate that many schools are still struggling with the intervention component of Reading First.
- ❖ The literacy block, full-time reading coach, tiered curriculum delivery and the DIBELS assessment were all perceived as critical success factors of the Reading First program. Aspects of the grant that were perceived to be less important were the particular core curriculum, the foundational reading course, and the GRADE assessment. Nearly all of the district coordinators and principals indicated that once grant funds were no longer available, their schools would be very likely to continue the uninterrupted extended literacy block and using their selected core curriculum. In contrast, though highly valued, substantially fewer schools indicated that they were very likely to continue to employ a full-time reading coach position and tiered curriculum delivery.

After five years of funding, the Massachusetts Reading First program has had positive measurable impacts. Increases in fluency continue to mark an important first step in helping students read and comprehend appropriate text for their grade level. Among Reading First schools, there is meaningful improvement in overall reading ability and many of the cumulative gains over the course of the grant are statistically significant. Although reading specialists perceive that their schools could be doing a better job providing intervention, the effectiveness index data show some success in improving performance of students who begin the year at moderate or substantial risk for reading difficulties. Perhaps most importantly, Reading First staff are generally quite positive about the program's impact on their own knowledge and practice with regard to effective reading instruction. In the long run, that may be the most meaningful impact as it holds the potential to positively impact students' reading skills long after program funding has disappeared. At the same time that it recognizes and celebrates the progress to date, it will be important for the Massachusetts Department of Elementary and Secondary Education to better understand the challenges that limit that improvement, particularly with regard to the MCAS reading test, and provide the necessary professional development and support to move forward.







Evaluation of Massachusetts Reading First

## **Year 5 Evaluator's Report Summary and Conclusions**

**A Review of Program Activity: July 1, 2006 - June 30, 2007**

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Presented to the Massachusetts Department of Elementary and  
Secondary Education

April 2008



## Summary and Conclusion

This report provides an overview of activities and student outcome data for Massachusetts' fifth year of funding under the federal Reading First program. Its primary focus is the analysis of student assessment data and examination of changes in student outcomes for schools with three or four full years of classroom implementation as well as results for schools participating in the state-funded John Silber Reading Initiative.

### Program Description

During the 2006-2007 academic year, 42 districts received funding totaling about \$11 million dollars through the Massachusetts Reading First program. In total, 89 schools participated during this period. Those schools employed nearly 2,100 administrators, reading specialists and K-3 classroom teachers. Through the first four years of classroom implementation (fall 2003 through spring 2007) more than 80,000 Massachusetts K-3 students participated in Reading First. Table 1 provides a snapshot of the characteristics of the K-3 students enrolled in Massachusetts Reading First schools on October 1, 2006.

<b>Table 1: K-3 Students Enrolled in Massachusetts Reading First Schools (October 1, 2006)</b>	
Total enrolled	24,656
Special Education students	14%
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Black/African American students	15%

In addition, 36 schools participated in the state-funded John Silber Reading Initiative, which is modeled after Reading First. The Silber program provides funding to schools that have an identified need, but are not eligible for Reading First, primarily because they don't meet the poverty criteria. Silber schools receive professional development (including foundational training) and support to improve K-3 reading instruction. They are included as part of the Reading First regional network and statewide meetings. They are required to administer the DIBELS and GRADE assessments to their students. Table 2 provides a snapshot of the characteristics of K-3 students enrolled in Silber schools on October 1, 2006.

<b>Table 2: K-3 Students Enrolled in Silber Schools (October 1, 2006)</b>	
Total enrolled	8,991
Special Education students	14%
English Language Learners	19%
Low Income students	61%
White students	52%
Hispanic/Latino students	30%
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While individual schools and districts have some flexibility in how they implement their Reading First grants, all must incorporate the following basic program requirements:

- Develop and implement an instructional model centered on tiers of curriculum delivery.
- Employ a full-time reading specialist in each participating K-3 school to provide high-level support to classroom teachers and others involved in the teaching of reading.
- Participate in foundational training as well as ongoing professional development and support provided by the Massachusetts Department of Elementary and Secondary Education.
- Administer designated student assessments and use data to inform instruction.

In addition to specific professional development events, the Massachusetts Department of Elementary and Secondary Education employs a cadre of implementation facilitators whose role is to provide ongoing, direct support to staff in Reading First schools. They work primarily with the reading specialist in each school but also frequently have direct contact with building administrators and teachers. The implementation facilitators also lead bimonthly regional meetings, which bring together reading specialists and district coordinators to share experiences and implementation challenges.

Staff from the Department's Office of Reading also conduct monitoring visits to each Reading First school. The objective is to identify areas of strength and weakness as well as actions needed to improve Reading First implementation. After the visit each school receives a letter summarizing findings from the visit and is expected to work with their implementation facilitator to develop an action plan addressing those findings.

## Student Outcome Measures

The program evaluation utilizes results from three student assessments as the basis for measuring student improvement and providing comparisons among groups of students. They are:

- The DIBELS Oral Reading Fluency subtest is a standardized, individually-administered assessment developed at the University of Oregon. Based on performance, students are placed in three categories – at risk, some risk and low risk.
- GRADE is a norm-referenced, group-administered assessment developed and marketed by Pearson. It is a comprehensive test covering the five key components of reading and offers multiple level tests for use across many grade levels. The Massachusetts Department of Education has established four categories of reading achievement based on students' scores – weak, low average, average, or strength. Students scoring in the average or strength category are considered to be performing "at or above grade level."
- The Massachusetts Comprehensive Assessment System (MCAS) reading test is designed to assess the reading skills of all public third graders in the state. The primary focus of the test is reading comprehension. Results of the third grade reading test are reported in terms of four performance levels – warning, needs improvement, proficient, and above proficient. The above proficient category was new for the 2006 test. For the purposes of the Reading First evaluation those students are grouped in the proficient category.

## Findings

- ❖ As defined by the U.S. Department of Education, the main criteria for evaluating the impact of Reading First is whether the program has resulted in an increase in the percentage of students performing "at or above grade-level" and a decrease in the percentage of students with "serious reading difficulties." To address these criteria, Massachusetts relies primarily on results from the DIBELS Oral Reading Fluency and GRADE

assessments. Results from both of these assessments demonstrate that Massachusetts has met these improvement criteria for all grade-levels and participating cohorts.

DIBELS Oral Reading Fluency results show improvement for all grade-levels and cohorts, including increases in the percentage of students in the *low risk* category, decreases in the percentage of students in the *at risk* category, and increased mean scores.

Results on the GRADE assessment also show increases in the percentages of students scoring in the *average/strength* category (stanine 5-9), decreases in the percentages of students scoring in the *weak* category (stanine 1-3), and increases in mean scores at all grade levels on the over time. Eighteen schools (12 Reading First and 6 Silber) stood out as having 80 percent or more of their students performing at benchmark on the spring 2007 GRADE assessment. Since they began program implementation, about 70 percent of Reading First and Silber schools demonstrated increases in the proportion of students in the *average/strength* category and decreases in the proportion of students in the *weak* category on the GRADE assessment. These included about 30 percent of the schools that showed substantial improvement with *average/strength* increases **and** *weak* decreases of at least 10 percentage points.

- ❖ All of the designated subgroups (special education, limited English proficient, low income, African American/black and Hispanic/Latino students) have shown cumulative improvement as measured by performance on the GRADE assessment. Of particular note are those subgroups with levels of improvement which meaningfully exceed the general population (an indication that the performance gap for these students is narrowing). Those subgroups are: RF cohort 1 first and second grade special education students, RF cohort 1 first grade limited English proficient students, and RF cohort 2 third grade limited English proficient students. There are also a few subgroups with levels of improvement that are meaningfully smaller than the general population (an indication that the performance gap for these students is widening). Those subgroups are all from RF Cohort 1. They are: first and second grade African American students and third grade limited English proficient students.
- ❖ Relative performance on the Reading First assessments (DIBELS ORF and GRADE) and MCAS shows that Reading First students are improving, but so far not enough to yield marked improvement on the more challenging MCAS test. Since baseline, third grade MCAS results for the state as whole, Reading First, and Silber all show decreases in the level of *proficiency* and increases in the percentage of students scoring in the *warning* category. Annual changes in *proficiency* from 2006 to 2007 are more hopeful with stable results for RF cohort 2 and small improvements statewide, for RF cohort 1 and JSER cohort 2. However, during the same period, the percentage of students performing at the *warning* level increased statewide and for each of the RF cohorts.

Yet, when judged by the percentage of students meeting or exceeding the *needs improvement* level (a standard much more consistent with “grade-level” performance on nationally-normed assessments), Massachusetts students perform quite well. In 2007, 91 percent of students statewide met or exceeded the *needs improvement* cut score as did 82 percent of students in RF and JSER schools.

Among participating schools, there are wide disparities in MCAS performance. In 2007, 11 schools (nine RF and two Silber) had third grade MCAS *proficiency* rates equal or better than the statewide rate of 59 percent and 10 (five RF and five Silber) had *warning* rates lower than five percent. At the same time, 22 schools (16 RF and six Silber) had *proficiency* rates of 25 percent or less and 20 (18 RF and two Silber) had *warning* rates of 33 percent or more. Since the year prior to implementation, one-quarter of Reading First schools and about 22 percent of Silber schools demonstrated increases in the proportion of students attaining *proficiency* and decreases in the proportion of students in the *warning* category on the MCAS third grade reading test. These included about six percent of Reading First and Silber schools that showed substantial improvement with *proficiency* increases **and** *warning* decreases of at least 10 percentage points.

- ❖ Comparing the performance of proficient and non-proficient students indicates that focusing on the following issues may further improve MCAS proficiency rates: developing faster and more accurate decoding skills;

practicing with longer and more difficult authentic text – including high-quality expository text; building receptive vocabulary; developing strategies to infer meaning from text; and helping students respond to literature, especially in writing.

- ❖ For each of the included cohorts, the 2006-2007 effectiveness index for *average/strength* students shows that 95 percent of those who began the year in the *average/strength* categories ended the year at that level. Furthermore, about half improved their performance by one or more stanine, including about 30 percent who moved from *average* to *strength*. More than half of all Reading First and Silber schools demonstrated instructional effectiveness for these students of at least 95 percent, including 10 schools at 100 percent. The programs by the most commonly used core publishers (Harcourt, Houghton-Mifflin, and Scott Foresman) all appear to provide highly effective instruction to students who began the school year meeting benchmark on the GRADE assessment. At the second and third grade levels, the data do suggest that in some respects schools using Scott Foresman perform better than those using Harcourt.
- ❖ For all of the included cohorts combined, the 2006-2007 effectiveness index for *low average* students shows that about 70 percent of those who began the year in the *low average* category ended the year at in the *average/strength* categories. For each of the cohorts, instruction was the most effective at the first grade level, especially with regard to moving students from the *low average* category to the *strength* category. Nineteen schools demonstrated instructional effectiveness of at least 85 percent, including Sheffield Elementary in Gill-Montague, which moved all of its *low average* students into the *average/strength* categories.
- ❖ For all of the included cohorts combined, the 2006-2007 effectiveness index for *weak* students shows that 56 percent of those who began the year in the *weak* category ended the year in the *low average* category or higher. As with *low average* students, instruction for *weak* students was the most effective at the first grade level, especially with regard to moving students from the *weak* category to the *average* category and even more so in moving students from the *weak* category to the *strength* category. Twenty-two schools demonstrated instructional effectiveness for *weak* students of at least 70 percent.
- ❖ Case studies conducted at schools with promising student outcomes suggest the following:
  - School leaders' active involvement in both policy and execution demonstrate belief in Reading First and foster staff buy-in.
  - Principals' background, school history and incremental approaches to change contribute to schools' experience of success with Reading First.
  - Professional development is ongoing and customized to meet the needs of instructional staff.
  - School culture reflects a commitment to valid data and sophisticated analyses of assessment results. Ongoing assessment and increasingly institutionalized data review practices position teachers to identify children's weaknesses and pinpoint their instruction appropriately.
  - Schools integrate the roles of classroom teachers and interventionists.
  - Teachers strike a balance between fidelity to the curriculum and flexibility to address specific needs.
  - Differentiation addresses the needs of more proficient students as well as struggling readers.
  - Student success feeds teachers' professional satisfaction and leads to steadily increasing expectations for student learning.
- ❖ The vast majority of Reading First staff – 98 percent of reading specialists, 91 percent of teachers and principals, and 87 percent of district coordinators – reported that RF had at least moderately improved their overall knowledge about effective reading instruction. Those figures include about 80 percent of principals and reading specialists who reported that their overall knowledge had been “very much” improved. The perceived impact on knowledge was fairly well distributed across the five dimensions of reading. Although Reading First is often criticized for being too focused on phonemic awareness, phonics, and fluency, reading



specialists perceived the greatest impact in their knowledge of vocabulary. Principals perceived the greatest impact in the areas of fluency and vocabulary.

- ❖ Teachers reported that Reading First had improved their instructional practice, and that perceived improvement was fairly consistent across the five dimensions of reading. The areas in which teachers felt the least improvement were selecting effective curricula and instructional materials, and planning and managing differentiated instruction (though these areas still received relatively high mean scores). Principals and district coordinators reported quite similar impacts on their teachers.
- ❖ Across roles, Reading First staff report that the program has had a moderate to strong impact on students' reading skills, particularly in the areas of phonological and phonemic awareness and phonics and word study. However, only about half of reading specialists think that their schools are using both supplemental and intensive intervention programs effectively, which may indicate that many schools are still struggling with the intervention component of Reading First.
- ❖ The literacy block, full-time reading coach, tiered curriculum delivery and the DIBELS assessment were all perceived as critical success factors of the Reading First program. Aspects of the grant that were perceived to be less important were the particular core curriculum, the foundational reading course, and the GRADE assessment. Nearly all of the district coordinators and principals indicated that once grant funds were no longer available, their schools would be very likely to continue the uninterrupted extended literacy block and using their selected core curriculum. In contrast, though highly valued, substantially fewer schools indicated that they were very likely to continue to employ a full-time reading coach position and tiered curriculum delivery.

After five years of funding, the Massachusetts Reading First program has had positive measurable impacts. Increases in fluency continue to mark an important first step in helping students read and comprehend appropriate text for their grade level. Among Reading First schools, there is meaningful improvement in overall reading ability and many of the cumulative gains over the course of the grant are statistically significant. Although reading specialists perceive that their schools could be doing a better job providing intervention, the effectiveness index data show some success in improving performance of students who begin the year at moderate or substantial risk for reading difficulties. Perhaps most importantly, Reading First staff are generally quite positive about the program's impact on their own knowledge and practice with regard to effective reading instruction. In the long run, that may be the most meaningful impact as it holds the potential to positively impact students' reading skills long after program funding has disappeared. At the same time that it recognizes and celebrates the progress to date, it will be important for the Massachusetts Department of Elementary and Secondary Education to better understand the challenges that limit that improvement, particularly with regard to the MCAS reading test, and provide the necessary professional development and support to move forward.





Evaluation of Massachusetts Reading First

## Year 5 Evaluator's Report

A Review of Program Activity: July 1, 2006 - June 30, 2007

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Presented to the Massachusetts Department of Elementary and  
Secondary Education

April 2008



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## Appendix A: MRFP Assessment Framework

### Massachusetts Reading First Plan Assessment Framework Kindergarten Assessment<sup>2</sup>

COMPONENT	SEPTEMBER-OCTOBER		AS NEEDED	JANUARY	MAY	
	Screening/ Diagnostic Fall Benchmark		In-depth Diagnostic/ Progress Monitoring <sup>+</sup>	Winter Benchmark	Outcomes Spring Benchmark	
	Group	Individual	Individual		Group	Individual
Phonemic Awareness	--	DIBELS • Initial Sound Fluency	DIBELS	DIBELS • Initial Sound Fluency • Phoneme Segmentation Fluency	--	DIBELS • Phoneme Segmentation Fluency
Phonics	--	DIBELS • Letter Naming Fluency	DIBELS	DIBELS • Letter Naming Fluency • Nonsense Word Fluency	--	DIBELS • Letter Naming Fluency • Nonsense Word Fluency
Fluency	--	--	--	--	--	--
Vocabulary	--	--	PPVT-III (listening)	--	--	--
Comprehension	GRADE, Level P • Listening Comprehension	--	--	--	GRADE, Level K, • Listening Comprehension	--

Key: DIBELS: Dynamic Indicators of Basic Early Literacy Skills; GRADE: Group Reading Assessment and Diagnostic Evaluation; PPVT-III: Peabody Picture Vocabulary Test – 3<sup>rd</sup> Ed

<sup>2</sup> Kindergarten assessments are optional, and no kindergarten data will be reported to the U.S. Department of Education.

<sup>+</sup> In-depth diagnostic as needed for at risk students; DIBELS progress monitoring assessments can be administered as frequently as prudent using alternate forms.

### Massachusetts Reading First Plan Assessment Framework Grade 1 Assessment

COMPONENT	SEPTEMBER		AS NEEDED	JANUARY	MAY	
	Screening/ Diagnostic Fall Benchmark		In-depth Diagnostic and Progress Monitoring *	Winter Benchmark	Outcomes Spring Benchmark	
	Group	Individual	Individual		Group	Individual
Phonemic Awareness	GRADE, Level K • Sound Matching • Rhyming	DIBELS • Phoneme Segmentation Fluency	DIBELS	DIBELS • Phoneme Segmentation Fluency	--	DIBELS • Phoneme Segmentation Fluency
Phonics/Word Identification	GRADE, Level K • Print Awareness • Letter Recognition • Same/Diff Words • Phoneme-Grapheme Correspondence • Word Reading (opt)	DIBELS • Letter Naming Fluency • Nonsense Word Fluency	DIBELS GRADE (off level)	DIBELS • Nonsense Word Fluency	GRADE, Level 1 • Word Reading	DIBELS • Nonsense Word Fluency
Fluency	--	--	--	DIBELS • Oral Reading Fluency	--	DIBELS • Oral Reading Fluency
Vocabulary	--	--	PPVT-III (listening)	--	GRADE, Level 1 • Word Meaning (reading)	--
Comprehension	GRADE, Level K • Listening Comprehension	--	GRADE (off level)	--	GRADE, Level 1 • Listening Comprehension • Sentence and Passage Comprehension (reading)	--

Key: CTOPP: Comprehensive Test of Phonological Processing; DIBELS: Dynamic Indicators of Basic Early Literacy Skills; DRP: Degrees of Reading Power; GRADE: Group Reading Assessment and Diagnostic Evaluation; PPVT-III: Peabody Picture Vocabulary Test – 3<sup>rd</sup> Ed

\* In-depth diagnostics as needed for at-risk students; DIBELS <sup>progress</sup> monitoring may be administered as frequently as prudent using alternate forms.

### Massachusetts Reading First Plan Assessment Framework Grade 2 Assessment

COMPONENT	SEPTEMBER		AS NEEDED	JANUARY	MAY	
	Screening/ Diagnostic Fall Benchmark		In-depth Diagnostic and Progress Monitoring *	Winter Benchmark	Outcomes Spring Benchmark	
		Individual	Individual		Group	Individual
Phonemic Awareness	--	--	CTOPP • Elision DIBELS	--	--	--
Phonics/Word Identification	GRADE, Level 2 • Word Reading	DIBELS • Nonsense Word Fluency	DIBELS GRADE (off-level)	--	GRADE, Level 2 • Word Reading	--
Fluency	--	DIBELS • Oral Reading Fluency	--	DIBELS • Oral Reading Fluency	--	DIBELS • Oral Reading Fluency
Vocabulary	GRADE, Level 2 • Word Meaning (reading)	--	PPVT-III (listening)	--	GRADE, Level 2 • Word Meaning (reading)	--
Comprehension	GRADE, Level 2 • Listening Comprehension • Sentence & Passage Comprehension (reading)  DRP (optional)	--	GRADE (off-level)	DRP (optional)	GRADE, Level 2 • Listening Comprehension • Sentence & Passage Comprehension (reading)  DRP (optional)	--

Key: CTOPP: Comprehensive Test of Phonological Processing; DIBELS: Dynamic Indicators of Basic Early Literacy Skills; DRP: Degrees of Reading Power; GRADE: Group Reading Assessment and Diagnostic Evaluation; PPVT-III: Peabody Picture Vocabulary Test – 3<sup>rd</sup> Ed

\* In-depth diagnostics as needed for at-risk students; DIBELS progress monitoring may be administered as frequently as prudent using alternate forms.

### Massachusetts Reading First Plan Assessment Framework Grade 3 Assessment

COMPONENT	SEPTEMBER		AS NEEDED	JANUARY	MAY	
	Screening/ Diagnostic Fall Benchmark		In-depth Diagnostic and Progress Monitoring*	Winter Benchmark	Outcomes (Outcomes also includes Grade 3 MCAS) Spring Benchmark	
	Group	Individual	Individual		Group	Individual
Phonemic Awareness	--	--	CTOPP • Elision DIBELS	--	--	--
Phonics/Word Identification	GRADE, Level 3 • Word Reading	--	DIBELS GRADE (off-level)	--	GRADE, Level 3 • Word Reading	--
Fluency	--	DIBELS • Oral Reading Fluency	--	DIBELS • Oral Reading Fluency	--	DIBELS • Oral Reading Fluency
Vocabulary	GRADE, Level 3 • Vocabulary (reading)	--	PPVT-III (listening)	--	GRADE, Level 3 • Vocabulary (reading)	--
Comprehension	GRADE, Level 3 • Listening Comprehension • Sentence and Passage Comprehension (reading) DRP (optional)	--	GRADE (off-level)	DRP (optional)	GRADE, Level 3 • Listening Comprehension • Sentence and Passage Comprehension (reading) DRP (optional)	--

Key: CTOPP: Comprehensive Test of Phonological Processing; DIBELS: Dynamic Indicators of Basic Early Literacy Skills; DRP: Degrees of Reading Power; GRADE: Group Reading Assessment and Diagnostic Evaluation; PPVT-III: Peabody Picture Vocabulary Test – 3<sup>rd</sup> Ed

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\*In-depth diagnostics as needed for at-risk students; DIBELS progress monitoring assessments may be administered as frequently as prudent using alternate forms.

## Appendix B: 2006-2007 ESE Monitoring Instrument

### Implementation of Reading First Schools: 2006 -2007 Year 4 Monitoring Visit

District and School Name: \_\_\_\_\_

Date: \_\_\_\_\_

ESE Staff: \_\_\_\_\_

#### Critical Element A:

Leadership for Literacy: Scientifically Based Reading Instruction

Fully Implemented: Yes / No

**Discussion Points:** \_\_ Participation of school leaders in professional development on leadership for literacy; \_\_ use of *Reading First* (RF) funds for purchase of materials aligned with SBRR and payment of salaries to satisfy all critical elements of the project; \_\_ coordination of RF funds with other sources such as Title I to maximize financial resources available for reading instruction; \_\_ dissemination strategies to share RF strategies with non-RF schools; \_\_ leadership roles and responsibilities of district RF staff and school principals; \_\_ continuity of leadership in the district and its RF schools; \_\_ structures for continuous improvement for literacy (e.g., district and school or grade level meetings); \_\_ the school has a full time Reading First Reading Specialist.

Strengths	Continuing Challenges

#### Critical Element B:

Curriculum and Instruction: Three Tiers of Curriculum Delivery

Fully Implemented: Yes / No

**Discussion Points:** \_\_ 3-tiers of curriculum delivery with respect to materials and factors that contribute to variation in service based on student need (e.g. who provides intervention, how often, nature of instructional approach); \_\_ how the 90-minute block is broken into whole and small group instruction, who provides instruction; \_\_ nature of instruction as explicit and systematic; \_\_ nature of supplemental and intensive intervention (e.g., who gets the intervention as related to data, where it occurs, nature of instructional approach, who provides, how often; whether this is in addition to the 90 minutes or part of it); \_\_ implementation of curriculum or instructional approaches that have been the focus of regional or statewide professional development (e.g., Beck's vocabulary, Block's comprehension, Argüelles' English language learner recommendations, Implementation Facilitators' presentations on instructional strategies including reciprocal teaching of comprehension, Torgesen/Rasinski recommendations on fluency, Strickland on differentiated instruction).

Strengths	Continuing Challenges

#### Critical Element C:

Assessments: Screening, Progress Monitoring, Outcomes, In-depth Diagnostics

Fully Implemented: Yes / No



**Discussion Points:** \_\_ Use of specified screening and progress monitoring assessments to drive instructional decision-making; \_\_ use of specified outcomes assessments to drive school and district decisions; \_\_ integration of assessments into the school's 3-tier model; \_\_ use of specified in-depth diagnostic assessments; \_\_ use of specified additional assessments (e.g., curriculum-based assessments, online adaptive formative assessments) and avoidance of over-assessment and redundancies across assessment tools.

Strengths	Continuing Challenges

**Critical Element D:**

Professional Development: School-Based Coaches, School and District PD

Fully Implemented: Yes / No

**Discussion Points:** \_\_ Consistency of message (e.g., federal, state, district, school) on best practices in K-3 reading instruction; \_\_ district dissemination strategies for non-RF schools; \_\_ professional development plan at the district and school levels based on staff needs; \_\_ program-specific professional development; \_\_ roles and responsibilities of school-based coaches; \_\_ qualifications of school-based coach; \_\_ ways in which the assigned Implementation Facilitator has supported the district's and school's local professional development activities

Strengths	Continuing Challenges

**Critical Element E:**

Technical Assistance: District Support for Schools

Fully Implemented: Yes / No

**Discussion Points:** \_\_ District-level data analysis by grade level and subgroups; \_\_ professional development needs assessments and plans; \_\_ targeted support for schools in need of additional help from the Implementation Facilitator or other consultants identified by the district; \_\_ action planning based on monitoring report recommendations

Strengths	Continuing Challenges

Implementation of Reading First:

Summary of Ratings for 2006-2007 and Action Planning for 2007-2008

**Critical Element**

**Fully Implemented**

YES

NO

A. Leadership for Literacy: Scientifically based reading instruction		
B. Curriculum and Instruction: Three Tiers of Curriculum Delivery		
C. Assessments: Screening, progress monitoring, outcomes, in-depth diagnostics		
D. Professional Development: School-based coaches, school & district PD		
E. Technical Assistance: District support for schools		
Total:		

Year 4 School Category Rating 2006-2007 (Circle the appropriate rating):      1   2   3   4

Year 3 School Category Rating 2005- 2006 (Circle the appropriate rating from prior year): 1   2   3   4

School Category Ratings (see Continuation Policy):

Category 1: A fully implemented *Reading First* project is one that receives a “yes” for each of the critical elements. Category 1 schools have also shown two years of improvement data. These schools should consider further ways to enhance their projects, but they are not required to submit plans for continuation funding in FY08.

Category 2: The school has a fully implemented *Reading First* project, but the school has not shown two years of improvement data. The school must receive technical assistance support for data analysis by the district to target student needs more effectively and provide evidence of this support in its FY08 continuation funding proposal.

Category 3: The school has a partially implemented *Reading First* project as evidenced by one or more “no” responses above, but it has met the improvement criteria. The school must receive technical assistance support from the district to strengthen its Reading First project implementation and provide evidence of this support in its FY08 continuation funding proposal.

Category 4: The school has a partially implemented *Reading First* project as evidenced by one or more “no” responses above AND has not met the improvement criteria. Continued funding in FY08 is contingent upon submission of a detailed plan to address weaknesses in the *Reading First* implementation as well as detailed analysis of student data to target instruction for student needs.

Critical Elements/Priority Needs for 2007-2008
#1
#2
#3

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Appendix C: MRFP Schools – Student Profiles

**Table C1: Massachusetts Reading First Schools - Student Profiles**

District	School	Enrollment K-3	K-3 Demographics				2006 Grade 3 MCAS	
			SPED	LEP	Low Inc	Non-White	P	W
Athol-Royalston	Sanders Street	140	17.9%	1.4%	51.4%	16.4%	53.8%	2.6%
Boston	Agassiz	361	15.0%	38.8%	0.0%	97.0%	9.9%	25.3%
Boston	Condon	383	21.1%	20.6%	84.6%	80.9%	16.7%	27.4%
Boston	Dever	329	16.1%	30.7%	93.3%	96.0%	30.0%	21.3%
Boston	Eliot	99	24.2%	8.1%	0.0%	61.6%	31.4%	42.9%
Boston	Harvard Kent	278	13.7%	42.4%	94.2%	89.6%	16.9%	25.4%
Boston	Mendell	107	15.9%	9.3%	0.0%	96.3%	26.7%	13.3%
Boston	Orchard Garden	250	13.6%	36.8%	89.2%	98.0%	11.5%	50.8%
Boston	Otis	180	9.4%	49.4%	0.0%	77.8%	37.5%	10.0%
Boston	Perkins	153	15.7%	14.4%	93.5%	81.7%	25.8%	6.5%
Boston	Stone	90	17.8%	5.6%	0.0%	98.9%	44.0%	12.0%
Boston	Tobin	189	12.7%	40.2%	0.0%	97.4%	5.7%	41.5%
Boston	Trotter	317	16.7%	2.2%	80.8%	97.2%	21.5%	36.9%
BRCS	Boston Renaissance Charter School	926	7.6%	3.0%	74.1%	99.4%	44.7%	7.1%
Brockton	Davis	439	7.1%	24.8%	71.5%	70.8%	57.9%	3.2%
Brockton	Downey	302	26.8%	12.3%	76.5%	66.2%	28.1%	22.5%
Cambridge	Haggerty	185	26.5%	3.2%	33.0%	51.9%	55.0%	10.0%
CDC	Community Day Charter School	156	12.8%	30.8%	67.9%	89.1%	41.3%	4.3%
Chelsea	Berkowitz	319	8.8%	19.1%	91.2%	88.1%	38.1%	11.4%
Chelsea	Kelly	345	10.7%	34.8%	88.7%	95.7%	48.4%	12.9%
Chelsea	Early Learning Center (K only)	497	4.6%	26.6%	0.0%	90.5%	n/a	n/a
Chicopee	Bowe	265	15.1%	17.4%	89.4%	57.7%	30.5%	23.7%
Chicopee	Stefanik	283	12.7%	16.3%	87.3%	73.1%	46.0%	4.8%
Fall River	Doran	345	12.2%	36.2%	83.5%	46.4%	17.2%	22.4%
Fall River	Healy	147	10.9%	3.4%	85.0%	36.1%	11.1%	44.4%
Fall River	Laurel Lake	156	6.4%	3.8%	85.3%	53.2%	27.0%	13.5%

\* Enrollment and demographic figures generated through October 2006 SIMS file

<b>Table C1 (continued): Massachusetts Reading First Schools - Student Profiles</b>								
<b>District</b>	<b>School</b>	<b>Enrollment K-3</b>	<b>K-3 Demographics</b>				<b>2006 Grade 3 MCAS</b>	
			<b>SPED</b>	<b>LEP</b>	<b>Low Inc</b>	<b>Non-White</b>	<b>P</b>	<b>W</b>
Fall River	N.B. Borden	94	5.3%	7.4%	88.3%	53.2%	25.0%	20.8%
Gill-Montague	Hillcrest (K-2)	133	21.1%	3.8%	56.4%	18.0%	n/a	n/a
Gill-Montague	Sheffield (Grade 3)	48	18.8%	4.2%	68.8%	8.3%	36.4%	9.1%
Greenfield	Newton	128	14.8%	6.3%	76.6%	28.9%	60.9%	4.3%
Haverhill	Burnham (K - 2)	104	4.8%	63.5%	66.3%	81.7%	n/a	n/a
Haverhill	Golden Hill	262	10.7%	8.0%	44.3%	28.6%	48.0%	7.8%
Haverhill	Pentucket Lake	313	16.6%	2.6%	45.0%	33.5%	49.0%	9.2%
Haverhill	Walnut Square (K - 2)	128	5.5%	0.0%	17.2%	15.6%	n/a	n/a
Holyoke	Kelly	214	24.8%	39.7%	82.2%	95.3%	11.1%	55.6%
Holyoke	Lawrence	315	19.7%	39.7%	98.7%	94.9%	8.3%	56.3%
Holyoke	White	203	23.6%	25.1%	81.3%	81.3%	25.9%	22.4%
Lawrence	Arlington	383	13.3%	39.2%	93.0%	96.1%	15.0%	37.5%
Lawrence	Frost	402	13.9%	22.6%	68.9%	80.3%	24.1%	15.7%
Lawrence	Parthum	591	11.7%	35.2%	88.3%	88.3%	34.3%	15.2%
Lawrence	Wetherbee	246	12.2%	34.1%	85.4%	91.5%	28.0%	16.0%
LCCS	Lowell Community Charter School	507	5.1%	39.3%	84.8%	85.2%	24.7%	27.1%
Leominster	Fall Brook	412	17.2%	22.8%	33.3%	32.5%	58.4%	5.8%
LFDCS	Lawrence Family Development Charter Sch	301	6.0%	42.2%	86.4%	99.7%	30.0%	5.0%
Lowell	Bailey	357	12.3%	15.7%	48.7%	51.5%	56.2%	13.7%
Lowell	Greenhalge	299	21.1%	29.4%	71.9%	52.8%	34.8%	19.7%
Lowell	Murkland	324	14.8%	53.7%	74.7%	84.0%	22.5%	19.7%
Lynn	Harrington	378	11.1%	63.2%	90.5%	88.6%	12.5%	18.8%
Lynn	Ingalls	325	9.5%	55.4%	93.5%	90.5%	11.8%	28.9%
Malden	Ferryway	369	7.6%	13.8%	55.6%	68.0%	56.0%	8.8%
Methuen	Tenney	614	9.8%	9.4%	37.6%	30.5%	46.5%	8.5%
Narragansett	Baldwinville	166	21.7%	0.6%	30.1%	4.2%	53.2%	4.3%
New Bedford	Carney	316	19.0%	0.0%	77.8%	68.4%	40.0%	8.9%
New Bedford	Hayden-McFadden	379	22.7%	7.1%	94.5%	65.7%	28.0%	13.4%
NHCS	Neighborhood House Charter School	163	10.4%	4.3%	71.2%	73.6%	54.5%	0.0%
North Adams	Brayton	189	14.3%	0.5%	62.4%	18.5%	52.3%	4.5%
North Adams	Sullivan	167	7.8%	1.2%	53.9%	17.4%	47.1%	11.8%
Pittsfield	Morningside	239	14.2%	13.0%	71.1%	33.5%	41.9%	16.1%

\* Enrollment and demographic figures generated through October 2006 SIMS file

<b>Table C1 (continued): Massachusetts Reading First Schools - Student Profiles</b>								
<b>District</b>	<b>School</b>	<b>Enrollment K-3</b>	<b>K-3 Demographics</b>				<b>2006 Grade 3 MCAS</b>	
			<b>SPED</b>	<b>LEP</b>	<b>Low Inc</b>	<b>Non-White</b>	<b>P</b>	<b>W</b>
Plymouth	South Elementary	540	12.0%	0.0%	13.5%	6.7%	64.5%	3.6%
Plymouth	West Elementary	259	15.8%	0.8%	12.4%	5.0%	62.0%	2.0%
Quincy	Lincoln-Hancock	337	20.5%	20.8%	38.6%	42.4%	43.8%	11.0%
Revere	Garfield	410	20.2%	26.6%	83.4%	80.5%	44.9%	9.2%
RMHACS	Robert M. Hughes Academy Charter School	90	2.2%	1.1%	78.9%	94.4%	20.0%	15.0%
Salem	Bates	209	19.6%	1.0%	43.1%	35.9%	56.7%	9.0%
Salem	Bentley	221	36.2%	20.4%	53.8%	50.7%	52.7%	10.9%
SHCS	Seven Hills Charter School	307	9.8%	7.5%	67.1%	87.9%	31.2%	6.5%
Somerville	East Somerville Community School	267	19.9%	41.9%	89.1%	79.0%	59.4%	1.4%
Southbridge	Charlton Street (2-3)	384	16.4%	6.8%	62.5%	36.5%	43.9%	5.0%
Southbridge	Eastford Road (K-1)	392	14.3%	9.4%	65.3%	28.8%	n/a	n/a
Springfield	Boland	350	17.4%	22.0%	90.0%	80.3%	24.4%	26.9%
Springfield	Gerena	454	19.2%	29.1%	92.5%	91.0%	25.0%	29.3%
Springfield	Homer Street	216	9.7%	14.8%	87.5%	94.9%	31.4%	17.1%
Springfield	Milton Bradley	408	18.4%	22.8%	93.1%	95.6%	25.0%	18.8%
Springfield	White Street	254	10.6%	19.3%	92.5%	85.8%	22.0%	25.4%
Taunton	Walker	154	13.6%	0.0%	60.4%	39.6%	37.2%	7.0%
Ware	Koziol	407	21.6%	1.0%	53.3%	5.9%	46.8%	15.6%
Webster	Middle School (formerly Sitkowski)	135	14.8%	5.9%	48.9%	17.8%	42.9%	13.4%
Webster	Park Avenue	466	23.0%	5.2%	47.0%	20.2%	n/a	n/a
West Springfield	Coburn	234	12.8%	39.3%	75.6%	32.9%	45.3%	2.7%
Westfield	Franklin Avenue	124	17.7%	14.5%	73.4%	47.6%	64.7%	0.0%
Westfield	Highland	215	11.2%	37.2%	53.0%	11.6%	32.0%	8.0%
Westfield	Moseley	121	15.7%	0.8%	60.3%	17.4%	42.9%	0.0%
Worcester	Woodland Academy	236	12.3%	40.7%	82.2%	85.2%	17.4%	23.9%
Worcester	City View School	304	11.5%	27.3%	85.9%	69.7%	14.8%	35.2%
Worcester	Goddard School	369	11.1%	55.0%	98.1%	81.0%	18.5%	29.2%
Worcester	Lincoln Street School	142	4.2%	32.4%	83.1%	77.5%	6.7%	36.7%

\* Enrollment and demographic figures generated through October 2006 SIMS file

Table C2: John Silber Reading Initiative Schools - Student Profiles								
District	School	Enrollment	K-3 Demographics				2006 Grade 3 MCAS	
		K-3	SPED	LEP	Low Inc	Non-White	P	W
Adams-Cheshire Regional	C.T. Plunkett	349	11.5%	0.0%	47.6%	10.3%	41.1%	8.4%
Boston	Bates	172	9.9%	11.6%	74.4%	94.2%	29.8%	19.1%
Boston	O'Donnell	161	8.7%	29.2%	91.9%	78.9%	18.8%	3.1%
Brockton	Huntington	301	8.6%	32.2%	79.4%	77.1%	25.8%	24.2%
Chelsea	Sokolowski	317	12.0%	25.9%	88.0%	92.1%	32.3%	21.9%
Chicopee	Selser Memorial	242	10.7%	14.0%	69.4%	41.7%	25.0%	16.7%
Dennis Yarmouth Regional	Station Avenue	448	13.4%	7.4%	38.4%	23.9%	56.9%	5.2%
Easthampton	Maple	177	18.1%	0.6%	24.3%	14.1%	55.6%	8.3%
Fall River	North End (formerly Silvia)	334	17.4%	20.4%	64.4%	34.7%	23.8%	26.3%
Fall River	Small	100	4.0%	15.0%	83.0%	49.0%	19.4%	12.9%
Gardner	Sauter	248	15.3%	4.8%	35.1%	13.7%	56.1%	2.4%
Gloucester	Fuller	308	22.7%	6.8%	54.2%	13.3%	51.8%	7.1%
Greenfield	Four Corners	174	20.1%	4.0%	54.0%	29.9%	61.1%	11.1%
Haverhill	Silver Hill	182	8.8%	7.7%	52.7%	31.3%	52.4%	9.5%
Holyoke	Morgan	291	20.3%	49.8%	97.6%	96.6%	10.0%	36.3%
Lawrence	Guilmette	384	9.4%	47.7%	91.4%	94.8%	16.0%	37.0%
Leominster	Northwest	503	14.5%	15.7%	43.5%	34.2%	41.9%	15.4%
Lowell	Morey	330	9.4%	40.9%	67.0%	73.0%	26.3%	23.7%
Lowell	Varnum Arts	149	12.8%	36.9%	59.7%	65.8%	29.7%	18.9%
Marlborough	Kane	471	25.3%	19.5%	21.2%	35.2%	63.0%	7.0%
Methuen	Timony	607	9.7%	7.9%	30.6%	32.3%	56.1%	9.4%
New Bedford	Ottiwell	178	15.2%	0.6%	80.9%	33.1%	47.4%	2.6%
North Adams	Greylock	161	8.7%	0.0%	50.3%	11.2%	59.4%	9.4%
Pittsfield	Conte	280	18.9%	8.9%	79.6%	53.9%	66.7%	8.8%
Quincy	Snug Harbor	143	26.6%	35.0%	100.0%	53.8%	39.5%	5.3%
Revere	Paul Revere	222	17.6%	26.6%	63.1%	36.5%	53.2%	14.9%
Salem	Horace Mann	168	19.0%	2.4%	51.2%	39.3%	44.7%	13.2%
Springfield	Brightwood	281	12.5%	35.9%	98.9%	97.9%	36.4%	29.5%
Springfield	DeBerry	198	9.6%	24.2%	94.9%	92.9%	24.3%	24.3%
Taunton	Leddy	156	10.3%	1.9%	57.7%	35.9%	42.1%	5.3%

\* Enrollment and demographic figures generated through October 2006 SIMS file

<b>Table C2 (continued): John Silber Reading Initiative Schools - Student Profiles</b>								
<b>District</b>	<b>School</b>	<b>Enrollment</b>	<b>K-3 Demographics</b>				<b>2006 Grade 3 MCAS</b>	
		<b>K-3</b>	<b>SPED</b>	<b>LEP</b>	<b>Low Inc</b>	<b>Non-White</b>	<b>P</b>	<b>W</b>
Wareham	East Wareham (K only)	74	8.1%	0.0%	25.7%	27.0%	n/a	n/a
Wareham	Hammond (K-1)	158	15.8%	0.0%	51.9%	34.2%	n/a	n/a
Wareham	Minot-Forest (1-3)	273	8.8%	0.0%	41.4%	25.6%	49.6%	7.1%
Westfield	Gibbs	93	10.8%	0.0%	36.6%	8.6%	54.8%	3.2%
Worcester	Canterbury Street	187	15.0%	42.2%	89.3%	73.3%	23.6%	38.2%
Worcester	Chandler Magnet	171	5.8%	69.0%	88.9%	73.1%	9.4%	43.4%

\* Enrollment and demographic figures generated through October 2006 SIMS file







Evaluation of Massachusetts Reading First

## **Year 5 Evaluator's Report**

**A Review of Program Activity: July 1, 2006 - June 30, 2007**

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Presented to the Massachusetts Department of Elementary and  
Secondary Education

April 2008



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## Appendix D: GRADE composite scores by school

**Table D1: GRADE Composite Scores for RF Cohort 1 Schools (2004 vs. 2007)**

District	School	Spring 2004			Spring 2007			Change	
		N	% Weak	% A/S	N	% Weak	% A/S	Weak	A/S
Athol-Royalston	Sanders Street	123	7%	85%	104	8%	80%	1	-5
BRCS	Boston Renaissance Charter School	467	21%	62%	483	15%	72%	-6	10
Brockton	Davis	307	25%	63%	343	20%	66%	-5	3
Brockton	Downey	241	25%	59%	225	20%	66%	-5	7
Cambridge	Haggerty	101	26%	65%	124	18%	72%	-8	7
Chelsea	Kelly	294	22%	56%	323	22%	61%	0	5
Chicopee	Bowe	190	27%	57%	180	16%	69%	-11	12
Chicopee	Stefanik	196	29%	54%	196	8%	79%	-21	25
Fall River	N.B. Borden	64	27%	47%	68	4%	79%	-23	32
Fall River	Doran	193	26%	57%	209	22%	63%	-4	6
Fall River	Healy	117	37%	48%	122	16%	68%	-21	20
Fall River	Laurel Lake	121	19%	67%	108	15%	68%	-4	1
Gill-Montague	Hillcrest (K-2)	102	28%	59%	91	18%	68%	-10	9
Gill-Montague	Sheffield (Grade 3)	51	25%	61%	44	18%	73%	-7	12
Haverhill	Burnham (K-2)	98	32%	54%	65	23%	58%	-9	4
Haverhill	Pentucket Lake	248	15%	76%	237	8%	81%	-7	5
Haverhill	Walnut Square (K-2)	98	3%	91%	68	3%	93%	0	2
Lawrence	Arlington	337	42%	38%	310	25%	56%	-17	18
Lawrence	Frost	277	25%	55%	285	17%	68%	-8	13
Lawrence	Wetherbee	235	34%	47%	186	18%	67%	-16	20
LCCS	Lowell Community Charter School	279	30%	49%	307	21%	63%	-9	14
LFDCS	Lawrence Family Development Charter School	169	21%	60%	177	15%	68%	-6	8
Lowell	Bailey	274	26%	55%	254	17%	71%	-9	16
Lowell	Greenhalge	234	27%	59%	235	17%	71%	-10	12
Lowell	Murkland	278	42%	38%	237	30%	51%	-12	13
Malden	Ferryway	288	8%	76%	264	13%	76%	5	0
Methuen	Tenney	400	10%	82%	457	7%	82%	-3	0

**Table D1 (continued): GRADE Composite Scores for RF Cohort 1 Schools (2004 vs. 2007)**

District	School	Spring 2004			Spring 2007			Change	
		N	% Weak	% A/S	N	% Weak	% A/S	Weak	A/S
NHCS	Neighborhood House Charter School	66	11%	83%	117	16%	69%	5	-14
North Adams	Brayton	168	17%	70%	144	17%	77%	0	7
North Adams	Sullivan	137	15%	74%	117	15%	79%	0	5
Pittsfield	Morningside	219	14%	68%	161	18%	66%	4	-2
Plymouth	South Elementary	447	10%	83%	406	4%	90%	-6	7
Plymouth	West Elementary	172	5%	88%	186	4%	91%	-1	3
Quincy	Lincoln-Hancock	239	16%	70%	226	12%	78%	-4	8
Revere	Garfield	292	21%	62%	290	10%	80%	-11	18
RMHACS	Robert M Hughes Academy Charter School	63	19%	65%	65	15%	69%	-4	4
Salem	Bates	200	19%	70%	149	9%	82%	-10	12
Salem	Bentley	161	17%	73%	130	14%	68%	-3	-5
SHCS	Seven Hills Charter School	226	30%	55%	222	12%	69%	-18	14
Springfield	Boland	Data are incomplete			263	34%	51%	--	--
Springfield	Gerena	303	35%	40%	287	44%	36%	9	-4
Springfield	Milton Bradley	267	35%	51%	283	40%	38%	5	-13
Springfield	White Street	172	31%	47%	184	32%	49%	1	2
Taunton	Walker	127	23%	62%	108	4%	89%	-19	27
Ware	Koziol	271	17%	72%	296	15%	76%	-2	4
Webster	Park Ave	284	12%	76%	133	17%	74%	5	-2
Webster	Webster Middle (formerly Sitkowski)	122	11%	79%	102	12%	69%	1	-10
Westfield	Franklin Ave	108	30%	48%	102	12%	69%	-18	21
Westfield	Highland	212	33%	48%	148	14%	67%	-19	19
Westfield	Moseley	80	18%	68%	95	7%	88%	-11	20
Worcester	Woodland Academy	213	48%	35%	154	40%	42%	-8	7
Worcester	City View	172	31%	53%	221	29%	56%	-2	3
Worcester	Goddard	234	48%	37%	273	41%	40%	-7	3
Worcester	Lincoln Street	121	30%	45%	109	25%	54%	-5	9

**Table D2: GRADE Composite Scores for RF Cohort 2 Schools (2005 vs. 2007)**

District	School	N	Spring 2005		N	Spring 2007		Change	
			% Weak	% A/S		% Weak	% A/S	Weak	A/S
Boston	Agassiz	300	35%	47%	286	25%	57%	-10	10
Boston	Condon	289	33%	48%	276	22%	58%	-11	10
Boston	Dever	279	41%	43%	240	30%	49%	-11	6
Boston	Eliot	80	33%	59%	76	36%	51%	3	-8
Boston	Harvard Kent	231	38%	48%	218	18%	69%	-20	21
Boston	Mendell	87	29%	49%	89	33%	47%	4	-2
Boston	Orchard Gardens	189	53%	29%	197	41%	42%	-12	13
Boston	Otis	139	19%	70%	132	21%	67%	2	-3
Boston	Perkins	112	29%	52%	107	21%	66%	-8	14
Boston	Stone	72	24%	56%	73	26%	58%	2	2
Boston	Tobin	161	53%	31%	159	33%	46%	-20	15
Boston	Trotter	251	42%	40%	223	37%	39%	-5	-1
Chelsea	Berkowitz	315	16%	67%	322	16%	70%	0	3
Haverhill	Golden Hill	193	12%	68%	226	14%	74%	2	6
Holyoke	Kelly	213	62%	23%	149	32%	44%	-30	21
Holyoke	Lawrence	225	45%	38%	231	59%	26%	14	-12
Holyoke	White	200	34%	47%	145	34%	51%	0	4
Lawrence	Parthum	379	27%	58%	454	20%	62%	-7	4
Leominster	Fall Brook	403	9%	81%	415	15%	77%	6	-4
Lynn	Harrington	235	43%	42%	251	42%	43%	-1	1
Lynn	Ingalls	249	33%	49%	231	21%	60%	-12	11
New Bedford	Carney	232	12%	69%	232	9%	77%	-3	8
New Bedford	Hayden-McFadden	312	33%	48%	264	27%	59%	-6	11
Somerville	East Somerville Community	208	31%	52%	224	21%	63%	-10	11
Springfield	Homer Street	206	39%	47%	163	20%	62%	-19	15



**Table D3: GRADE Composite Scores for RF Cohort 3 Schools (2006 vs. 2007)**

District	School	N	% Weak	% A/S	N	% Weak	% A/S	Weak	A/S
CDC	Community Day Charter School	94	17%	69%	72	10%	82%	-7	13
Greenfield	Newton	73	12%	75%	92	14%	75%	2	0
Narragansett	Baldwinville	136	10%	83%	128	5%	89%	-5	6
Southbridge	Charlton Street (2-3)	386	16%	69%	381	21%	67%	5	-2
Southbridge	Eastford Road (K-1)	209	14%	78%	195	22%	71%	8	-7
West Springfield	Coburn	207	18%	72%	216	19%	64%	1	-8

**Table D4: GRADE Composite Scores for Silber Schools (2006 vs. 2007) - All Cohorts**

Cohort	District	School	Spring 2006			Spring 2007			Change	
			N	% Weak	% A/S	N	% Weak	% A/S	Weak	A/S
JSER 1	Adams-Cheshire	C.T. Plunkett	268	16%	74%	255	16%	76%	1	2
JSER 1	Gardner	Sauter	249	5%	88%	244	6%	84%	1	-4
JSER 1	Gloucester	Fuller	238	11%	73%	198	10%	72%	-1	-1
JSER 2	Boston	Bates	177	39%	49%	130	22%	67%	-17	18
JSER 2	Boston	O'Donnell	154	47%	39%	122	18%	66%	-29	27
JSER 2	Brockton	Huntington	209	26%	55%	224	20%	60%	-7	6
JSER 2	Chelsea	Sokolowski	316	25%	59%	316	21%	63%	-4	3
JSER 2	Chicopee	Selser	237	35%	50%	195	11%	77%	-24	27
JSER 2	Easthampton	Maple	169	41%	52%	114	15%	69%	-27	17
JSER 2	Fall River	North End	239	22%	58%	238	18%	66%	-4	8
JSER 2	Fall River	Small	140	43%	43%	102	16%	67%	-27	24
JSER 2	Haverhill	Silver Hill	151	11%	76%	146	10%	79%	-1	3
JSER 2	Holyoke	Morgan	315	63%	24%	206	47%	34%	-16	10
JSER 2	Lawrence	Guilmette	360	33%	46%	366	27%	54%	-6	8
JSER 2	Leominster	Northwest	494	18%	72%	462	10%	81%	-8	9
JSER 2	Lowell	Morey	298	46%	43%	235	21%	67%	-24	24
JSER 2	Lowell	Varnum Arts	127	31%	53%	111	18%	66%	-13	13
JSER 2	Marlborough	Kane	447	11%	77%	366	9%	81%	-2	3
JSER 2	Methuen	Timony	460	9%	79%	455	7%	83%	-2	4
JSER 2	New Bedford	Ottiwell	163	6%	85%	145	11%	76%	6	-9
JSER 2	North Adams	Greylock	114	6%	89%	128	11%	85%	5	-3

**Table D4 (continued): GRADE Composite Scores for Silber Schools (2006 vs. 2007) - All Cohorts**

Cohort	District	School	N	Spring 2006		N	Spring 2007		Change	
				% Weak	% A/S		% Weak	% A/S	Weak	A/S
JSER 2	Pittsfield	Conte	275	11%	75%	201	16%	73%	5	-2
JSER 2	Quincy	Snug Harbor	101	6%	84%	106	10%	78%	4	-6
JSER 2	Revere	Paul Revere	191	21%	66%	169	13%	77%	-8	11
JSER 2	Salem	Horace Mann	131	20%	68%	122	17%	75%	-3	7
JSER 2	Springfield	Brightwood	249	43%	32%	196	45%	40%	2	9
JSER 2	Springfield	DeBerry	196	33%	48%	144	31%	53%	-1	4
JSER 2	Taunton	Leddy	109	6%	77%	101	24%	62%	18	-15
JSER 2	Wareham	Hammond	162	27%	65%	107	20%	70%	-8	5
JSER 2	Wareham	Minot-Forest	240	9%	78%	279	5%	85%	-3	7
JSER 2	Westfield	Gibbs	72	8%	82%	70	13%	66%	5	-16
JSER 2	Worcester	Canterbury Street	179	54%	28%	137	42%	42%	-11	13
JSER 2	Worcester	Chandler Magnet	209	63%	24%	123	41%	40%	-22	15
JSER 3	Dennis-Yarmouth	Station Avenue	JSER cohort 3 began implementation in 2006-2007			322	12%	79%		
JSER 3	Greenfield	Four Corners				114	12%	76%		

## Appendix E: School Level Results - GRADE

**Table E1: Spring 2007 GRADE results by school (Cohort 1)**

LEA	School	STUDENTS ACHIEVING AVG/STRENGTH BENCHMARK (stanine 5-9)								
		Grade 1			Grade 2			Grade 3		
		#	%	# Tested	#	%	# Tested	#	%	# Tested
Athol-Royalston	Sanders Street	27	87.1%	31	24	70.6%	34	32	82.1%	39
Boston Renaissance Charter School		155	75.2%	206	91	65.0%	140	102	74.5%	137
Brockton	Downey	50	66.7%	75	53	67.9%	78	45	62.5%	72
Brockton	Davis	74	63.2%	117	76	64.4%	118	78	72.2%	108
Cambridge	Haggerty	36	72.0%	50	28	70.0%	40	25	73.5%	34
Chelsea	Kelly	72	74.2%	97	60	56.1%	107	64	53.8%	119
Chicopee	Bowe	40	67.8%	59	45	72.6%	62	40	67.8%	59
Chicopee	Stefanik	40	71.4%	56	63	81.8%	77	52	82.5%	63
Fall River	Healy	24	58.5%	41	24	64.9%	37	35	79.5%	44
Fall River	Doran	53	71.6%	74	50	64.9%	77	29	50.0%	58
Fall River	Laurel Lake	25	64.1%	39	25	71.4%	35	23	67.6%	34
Fall River	N.B. Borden	23	100.0%	23	15	71.4%	21	16	66.7%	24
Gill-Montague	Hillcrest	38	71.7%	53	24	63.2%	38	**	**	**
Gill-Montague	Sheffield	**	**	**	**	**	**	32	72.7%	44
Haverhill	Burnham	23	65.7%	35	15	50.0%	30	**	**	**
Haverhill	Pentucket Lake	42	77.8%	54	64	82.1%	78	86	81.9%	105
Haverhill	Walnut Square	39	97.5%	40	24	85.7%	28	**	**	**
Lawrence Family Development Charter School		42	71.2%	59	39	65.0%	60	40	69.0%	58
Lawrence	Arlington	71	65.1%	109	62	59.6%	104	40	41.2%	97
Lawrence	Frost	83	82.2%	101	47	55.3%	85	65	65.7%	99
Lawrence	Wetherbee	40	64.5%	62	46	66.7%	69	38	69.1%	55
Lowell Community Charter School		72	60.5%	119	60	65.2%	92	60	62.5%	96
Lowell	Murkland	52	59.1%	88	34	46.6%	73	36	47.4%	76
Lowell	Bailey	61	71.8%	85	59	72.0%	82	61	70.1%	87

\*\* School does not include this grade-level

**Table E1 (continued): Spring 2007 GRADE results by school (Cohort 1)**

		STUDENTS ACHIEVING AVG/STRENGTH BENCHMARK (stanine 5-9)								
LEA	School	Grade 1			Grade 2			Grade 3		
		#	%	# Tested	#	%	# Tested	#	%	# Tested
Lowell	Greenhalge	62	77.5%	80	51	68.0%	75	54	67.5%	80
Malden	Ferryway	80	81.6%	98	68	73.1%	93	53	72.6%	73
Methuen	Tenney	146	86.4%	169	119	83.8%	142	109	74.7%	146
Neighborhood House Charter School		36	90.0%	40	22	57.9%	38	23	59.0%	39
North Adams	Brayton	36	70.6%	51	38	82.6%	46	37	78.7%	47
North Adams	Sullivan	21	75.0%	28	33	78.6%	42	38	80.9%	47
Pittsfield	Morningside	36	67.9%	53	40	63.5%	63	30	68.2%	44
Plymouth	South Elementary	111	82.8%	134	124	91.9%	135	129	94.2%	137
Plymouth	West Elementary	54	90.0%	60	54	90.0%	60	61	92.4%	66
Quincy	Lincoln-Hancock	54	74.0%	73	63	75.0%	84	59	85.5%	69
Revere	Garfield	84	80.8%	104	76	74.5%	102	72	85.7%	84
Robert M. Hughes Academy Charter School		20	95.2%	21	13	61.9%	21	12	52.2%	23
Salem	Bates	43	86.0%	50	32	72.7%	44	47	85.5%	55
Salem	Bentley	36	72.0%	50	28	75.7%	37	25	58.1%	43
Seven Hills Charter School		61	83.6%	73	46	59.7%	77	46	63.9%	72
Springfield	Boland	49	53.3%	92	41	50.6%	81	45	50.0%	90
Springfield	Gerena	48	45.3%	106	33	35.5%	93	21	23.9%	88
Springfield	Milton Bradley	33	39.8%	83	40	36.7%	109	35	38.5%	91
Springfield	White Street	49	65.3%	75	23	42.6%	54	18	32.7%	55
Taunton	Walker	29	90.6%	32	38	100.0%	38	29	76.3%	38
Ware	Koziol	79	76.0%	104	67	73.6%	91	78	77.2%	101
Webster	Middle School	**	**	**	**	**	**	98	73.7%	133
Webster	Park Avenue	118	83.7%	141	112	76.2%	147	**	**	**
Westfield	Franklin Avenue	30	73.2%	41	17	58.6%	29	23	71.9%	32
Westfield	Highland	38	64.4%	59	26	66.7%	39	35	70.0%	50
Westfield	Moseley	28	87.5%	32	27	93.1%	29	29	85.3%	34
Worcester	Woodland Academy	26	41.3%	63	24	47.1%	51	15	37.5%	40
Worcester	City View	37	56.9%	65	39	48.8%	80	48	63.2%	76
Worcester	Goddard	44	41.5%	106	28	36.8%	76	37	40.7%	91
Worcester	Lincoln Street	25	52.1%	48	22	73.3%	30	12	38.7%	31

\*\* School does not include this grade-level

**Table E2: Students with Disabilities -- Spring 2007 GRADE results by school (Cohort 1)**

LEA School		STUDENTS ACHIEVING AVG/STRENGTH BENCHMARK (stanine 5-9)								
		Grade 1			Grade 2			Grade 3		
		#	%	# Tested	#	%	# Tested	#	%	# Tested
Athol-Royalston	Sanders Street	^^	^^	6	6	50.0%	12	^^	^^	9
Boston Renaissance Charter School		2	11.8%	17	2	9.1%	22	3	13.6%	22
Brockton	Downey	4	26.7%	15	5	33.3%	15	1	6.3%	16
Brockton	Davis	^^	^^	6	11	64.7%	17	6	54.5%	11
Cambridge	Haggerty	3	27.3%	11	3	25.0%	12	5	38.5%	13
Chelsea	Kelly	^^	^^	7	1	6.7%	15	2	10.5%	19
Chicopee	Bowe	^^	^^	9	7	70.0%	10	^^	^^	9
Chicopee	Stefanik	^^	^^	5	^^	^^	9	^^	^^	9
Fall River	Healy	^^	^^	4	^^	^^	6	^^	^^	6
Fall River	Doran	^^	^^	9	^^	^^	5	1	10.0%	10
Fall River	Laurel Lake	^^	^^	1	^^	^^	2	^^	^^	5
Fall River	N.B. Borden	^^	^^	1	^^	^^	2	^^	^^	2
Gill-Montague	Hillcrest	4	40.0%	10	^^	^^	8	**	**	**
Gill-Montague	Sheffield	**	**	**	**	**	**	^^	^^	9
Haverhill	Burnham	^^	^^	3	^^	^^	5	**	**	**
Haverhill	Pentucket Lake	6	60.0%	10	3	23.1%	13	3	30.0%	10
Haverhill	Walnut Square	^^	^^	2	^^	^^	1	**	**	**
Lawrence Family Development Charter School		^^	^^	3	^^	^^	7	^^	^^	7
Lawrence	Arlington	4	36.4%	11	1	7.7%	13	0	0.0%	17
Lawrence	Frost	5	41.7%	12	3	30.0%	10	4	30.8%	13
Lawrence	Wetherbee	^^	^^	4	1	10.0%	10	^^	^^	7
Lowell Community Charter School		^^	^^	6	2	15.4%	13	^^	^^	7
Lowell	Murkland	2	15.4%	13	1	9.1%	11	3	16.7%	18
Lowell	Bailey	^^	^^	7	^^	^^	9	3	25.0%	12
Lowell	Greenhalge	6	54.5%	11	2	11.8%	17	6	35.3%	17
Malden	Ferryway	^^	^^	8	^^	^^	8	^^	^^	7
Methuen	Tenney	10	62.5%	16	7	58.3%	12	6	37.5%	16
Neighborhood House Charter School		^^	^^	4	^^	^^	6	^^	^^	4
North Adams	Brayton	^^	^^	8	4	40.0%	10	^^	^^	7
North Adams	Sullivan	^^	^^	1	^^	^^	7	^^	^^	8

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students

**Table E2 (continued): Students with Disabilities -- Spring 2007 GRADE results by school (Cohort 1)**

STUDENTS ACHIEVING AVG/STRENGTH BENCHMARK (stanine 5-9)										
LEA	School	Grade 1			Grade 2			Grade 3		
		#	%	# Tested	#	%	# Tested	#	%	# Tested
Pittsfield	Morningside	^^	^^	7	^^	^^	9	^^	^^	5
Plymouth	South Elementary	14	63.6%	22	12	63.2%	19	20	87.0%	23
Plymouth	West Elementary	8	72.7%	11	^^	^^	8	^^	^^	9
Quincy	Lincoln-Hancock	^^	^^	3	^^	^^	6	5	41.7%	12
Revere	Garfield	16	66.7%	24	14	58.3%	24	^^	^^	8
Robert M. Hughes Academy Charter School		^^	^^	1			0	^^	^^	1
Salem	Bates	^^	^^	8	^^	^^	9	6	60.0%	10
Salem	Bentley	7	46.7%	15	7	70.0%	10	7	53.8%	13
Seven Hills Charter School		^^	^^	7	4	33.3%	12	^^	^^	9
Springfield	Boland	4	28.6%	14	5	29.4%	17	2	10.0%	20
Springfield	Gerena	1	8.3%	12	1	4.8%	21	0	0.0%	13
Springfield	Milton Bradley	3	21.4%	14	3	20.0%	15	3	12.5%	24
Springfield	White Street	^^	^^	9	^^	^^	3	^^	^^	5
Taunton	Walker	^^	^^	3	^^	^^	3	^^	^^	7
Ware	Koziol	17	56.7%	30	^^	^^	9	6	35.3%	17
Webster	Middle School	**	**	**	**	**	**	7	36.8%	19
Webster	Park Avenue	12	50.0%	24	12	57.1%	21	**	**	**
Westfield	Franklin Avenue	^^	^^	4	^^	^^	6	^^	^^	7
Westfield	Highland	^^	^^	6	^^	^^	5	^^	^^	4
Westfield	Moseley	^^	^^	3	^^	^^	3	6	60.0%	10
Worcester	Woodland Academy	^^	^^	7	^^	^^	3	^^	^^	7
Worcester	City View	^^	^^	6	^^	^^	9	5	45.5%	11
Worcester	Goddard	1	10.0%	10	0	0.0%	11	0	0.0%	17
Worcester	Lincoln Street	^^	^^	6	^^	^^	1			0

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students

**Table E3: Students with Limited English Proficiency -- Spring 2007 GRADE results by school (Cohort 1)**

LEA	School	STUDENTS ACHIEVING AVG/STRENGTH BENCHMARK (stanine 5-9)								
		Grade 1			Grade 2			Grade 3		
		#	%	# Tested	#	%	# Tested	#	%	# Tested
Athol-Royalston	Sanders Street			0	^^	^^	1			0
Boston Renaissance Charter School		^^	^^	2	8	53.3%	15	^^	^^	2
Brockton	Downey	10	71.4%	14	^^	^^	9	^^	^^	5
Brockton	Davis	18	51.4%	35	4	17.4%	23	9	37.5%	24
Cambridge	Haggerty	^^	^^	3			0			0
Chelsea	Kelly	18	69.2%	26	13	41.9%	31	16	35.6%	45
Chicopee	Bowe	9	75.0%	12	5	41.7%	12	^^	^^	9
Chicopee	Stefanik	^^	^^	8	10	71.4%	14	10	90.9%	11
Fall River	Healy	^^	^^	1	^^	^^	2			0
Fall River	Doran	20	69.0%	29	15	48.4%	31	4	25.0%	16
Fall River	Laurel Lake	^^	^^	1	^^	^^	2	^^	^^	4
Fall River	N.B. Borden	^^	^^	3	^^	^^	2			0
Gill-Montague	Hillcrest	^^	^^	1	^^	^^	1	**	**	**
Gill-Montague	Sheffield	**	**	**	**	**	**	^^	^^	2
Haverhill	Burnham	12	54.5%	22	10	50.0%	20	**	**	**
Haverhill	Pentucket Lake	^^	^^	2	^^	^^	1	^^	^^	2
Haverhill	Walnut Square			0			0	**	**	**
Lawrence Family Development Charter School		18	58.1%	31	7	50.0%	14	7	35.0%	20
Lawrence	Arlington	28	59.6%	47	11	33.3%	33	6	20.7%	29
Lawrence	Frost	25	73.5%	34	3	23.1%	13	5	31.3%	16
Lawrence	Wetherbee	15	57.7%	26	12	54.5%	22	6	42.9%	14
Lowell Community Charter School		35	51.5%	68	18	56.3%	32	7	31.8%	22
Lowell	Murkland	23	60.5%	38	10	32.3%	31	6	24.0%	25
Lowell	Bailey	^^	^^	5	^^	^^	4	6	46.2%	13
Lowell	Greenhalge	15	78.9%	19	^^	^^	8	8	53.3%	15
Malden	Ferryway	11	78.6%	14	^^	^^	6	^^	^^	5
Methuen	Tenney	10	66.7%	15	10	90.9%	11	4	28.6%	14
Neighborhood House Charter School				0			0			0
North Adams	Brayton			0			0			0
North Adams	Sullivan			0			0	^^	^^	1

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students



**Table E3 (continued): Students with Limited English Proficiency -- Spring 2007 GRADE results by school (Cohort 1)**

LEA	School	STUDENTS ACHIEVING AVG/STRENGTH BENCHMARK (stanine 5-9)								
		Grade 1			Grade 2			Grade 3		
		#	%	# Tested	#	%	# Tested	#	%	# Tested
Pittsfield	Morningside	^^	^^	4	4	40.0%	10	^^	^^	3
Plymouth	South Elementary			0			0			0
Plymouth	West Elementary			0	^^	^^	1			0
Quincy	Lincoln-Hancock	14	77.8%	18	6	60.0%	10	^^	^^	6
Revere	Garfield	30	76.9%	39	11	47.8%	23	^^	^^	5
Robert M. Hughes Academy Charter School		^^	^^	1			0			0
Salem	Bates			0	^^	^^	4			0
Salem	Bentley	8	72.7%	11	^^	^^	5	^^	^^	9
Seven Hills Charter School		^^	^^	5	^^	^^	5	^^	^^	7
Springfield	Boland	7	43.8%	16	7	33.3%	21	2	8.7%	23
Springfield	Gerena	13	38.2%	34	6	20.7%	29	2	6.9%	29
Springfield	Milton Bradley	3	14.3%	21	5	19.2%	26	2	11.1%	18
Springfield	White Street	7	58.3%	12	1	7.7%	13	1	6.7%	15
Taunton	Walker			0			0			0
Ware	Koziol	^^	^^	1	^^	^^	1	^^	^^	1
Webster	Middle School	**	**	**	**	**	**	^^	^^	8
Webster	Park Avenue	^^	^^	6	^^	^^	5	**	**	**
Westfield	Franklin Avenue	^^	^^	7	^^	^^	3	^^	^^	5
Westfield	Highland	9	47.4%	19	7	50.0%	14	6	35.3%	17
Westfield	Moseley			0			0	^^	^^	1
Worcester	Woodland Academy	22	41.5%	53	15	51.7%	29	7	25.9%	27
Worcester	City View	12	60.0%	20	5	25.0%	20	10	43.5%	23
Worcester	Goddard	24	38.1%	63	13	30.2%	43	14	29.2%	48
Worcester	Lincoln Street	10	62.5%	16	^^	^^	9	0	0.0%	10

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students

**Table E4: Economically Disadvantaged Students -- Spring 2007 GRADE results by school (Cohort 1)**

LEA	School	STUDENTS ACHIEVING AVG/STRENGTH BENCHMARK (stanine 5-9)								
		Grade 1			Grade 2			Grade 3		
		#	%	# Tested	#	%	# Tested	#	%	# Tested
Athol-Royalston	Sanders Street	14	77.8%	18	15	68.2%	22	18	78.3%	23
Boston Renaissance Charter		114	73.5%	155	66	61.1%	108	72	69.2%	104
Brockton	Downey	38	69.1%	55	36	62.1%	58	36	62.1%	58
Brockton	Davis	48	55.2%	87	54	61.4%	88	58	66.7%	87
Cambridge	Haggerty	6	46.2%	13	6	50.0%	12	^^	^^	9
Chelsea	Kelly	58	71.6%	81	43	48.9%	88	47	49.5%	95
Chicopee	Bowe	39	68.4%	57	41	75.9%	54	33	67.3%	49
Chicopee	Stefanik	32	66.7%	48	52	80.0%	65	48	81.4%	59
Fall River	Healy	19	52.8%	36	17	58.6%	29	33	82.5%	40
Fall River	Doran	47	72.3%	65	40	63.5%	63	25	50.0%	50
Fall River	Laurel Lake	21	61.8%	34	22	75.9%	29	20	64.5%	31
Fall River	N.B. Borden	18	100.0%	18	13	72.2%	18	13	65.0%	20
Gill-Montague	Hillcrest	16	61.5%	26	13	52.0%	25	**	**	**
Gill-Montague	Sheffield	**	**	**	**	**	**	21	77.8%	27
Haverhill	Burnham	18	60.0%	30	12	50.0%	24	**	**	**
Haverhill	Pentucket Lake	19	63.3%	30	24	72.7%	33	38	76.0%	50
Haverhill	Walnut Square	^^	^^	8	^^	^^	5	**	**	**
Lawrence Family Development Charter School		37	72.5%	51	36	67.9%	53	34	66.7%	51
Lawrence	Arlington	61	64.9%	94	57	60.0%	95	37	41.1%	90
Lawrence	Frost	53	80.3%	66	34	51.5%	66	41	62.1%	66
Lawrence	Wetherbee	32	62.7%	51	37	62.7%	59	31	64.6%	48
Lowell Community Charter School		50	55.6%	90	45	66.2%	68	42	54.5%	77
Lowell	Murkland	47	61.8%	76	33	49.3%	67	33	46.5%	71
Lowell	Bailey	26	68.4%	38	30	62.5%	48	38	65.5%	58
Lowell	Greenhalge	50	79.4%	63	44	71.0%	62	42	64.6%	65
Malden	Ferryway	40	76.9%	52	45	73.8%	61	30	68.2%	44
Methuen	Tenney	41	73.2%	56	39	78.0%	50	41	64.1%	64
Neighborhood House Charter School		25	86.2%	29	8	40.0%	20	15	50.0%	30
North Adams	Brayton	22	62.9%	35	21	75.0%	28	23	71.9%	32
North Adams	Sullivan	10	76.9%	13	19	82.6%	23	19	73.1%	26

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students

**Table E4 (continued): Economically Disadvantaged Students -- Spring 2007 GRADE results by school (Cohort 1)**

LEA	School	STUDENTS ACHIEVING AVG/STRENGTH BENCHMARK (stanine 5-9)								
		Grade 1			Grade 2			Grade 3		
		#	%	# Tested	#	%	# Tested	#	%	# Tested
Pittsfield	Morningside	22	59.5%	37	28	58.3%	48	25	67.6%	37
Plymouth	South Elementary	23	69.7%	33	19	86.4%	22	20	90.9%	22
Plymouth	West Elementary	^^	^^	9	7	70.0%	10	^^	^^	6
Quincy	Lincoln-Hancock	21	61.8%	34	26	72.2%	36	23	82.1%	28
Revere	Garfield	69	79.3%	87	66	71.7%	92	62	86.1%	72
Robert M. Hughes Academy Charter School		14	93.3%	15	9	56.3%	16	10	50.0%	20
Salem	Bates	18	72.0%	25	11	52.4%	21	15	75.0%	20
Salem	Bentley	17	70.8%	24	13	59.1%	22	19	67.9%	28
Seven Hills Charter School		48	81.4%	59	35	54.7%	64	33	57.9%	57
Springfield	Boland	45	51.1%	88	35	48.6%	72	43	50.0%	86
Springfield	Gerena	46	46.0%	100	29	33.0%	88	19	23.5%	81
Springfield	Milton Bradley	33	39.8%	83	38	36.5%	104	31	36.0%	86
Springfield	White Street	44	64.7%	68	23	43.4%	53	15	29.4%	51
Taunton	Walker	14	87.5%	16	24	100.0%	24	14	70.0%	20
Ware	Koziol	32	61.5%	52	31	64.6%	48	39	75.0%	52
Webster	Middle School	**	**	**	**	**	**	39	59.1%	66
Webster	Park Avenue	51	81.0%	63	49	68.1%	72	**	**	**
Westfield	Franklin Avenue	21	70.0%	30	14	56.0%	25	18	69.2%	26
Westfield	Highland	19	55.9%	34	14	58.3%	24	15	57.7%	26
Westfield	Moseley	17	81.0%	21	15	88.2%	17	17	81.0%	21
Worcester	Woodland Academy	22	40.7%	54	20	46.5%	43	15	44.1%	34
Worcester	City View	28	50.0%	56	34	45.9%	74	41	60.3%	68
Worcester	Goddard	42	42.4%	99	24	33.8%	71	34	39.1%	87
Worcester	Lincoln Street	19	48.7%	39	20	71.4%	28	11	37.9%	29

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students

**Table E5: Racial/Ethnic Subgroups -- Spring 2007 GRADE results by school (Cohort 1)**

LEA School		STUDENTS ACHIEVING AVG/STRENGTH BENCHMARK (statnine 5-9)											
		Grade 1											
		White			Asian/Pacific Islander			African American/Black			Hispanic or Latino		
		#	%	# Tested	#	%	# Tested	#	%	# Tested	#	%	# Tested
Athol-Royalston	Sanders Street	25	89.3%	28			0			0	^^	^^	3
Boston Renaissance Charter School		^^	^^	1	^^	^^	3	114	79.7%	143	33	62.3%	53
Brockton	Downey	22	75.9%	29	^^	^^	1	22	62.9%	35	^^	^^	7
Brockton	Davis	25	64.1%	39	^^	^^	3	29	59.2%	49	11	64.7%	17
Cambridge	Haggerty	21	87.5%	24	^^	^^	9	5	38.5%	13	^^	^^	2
Chelsea	Kelly	^^	^^	4	^^	^^	2	^^	^^	2	66	74.2%	89
Chicopee	Bowe	12	66.7%	18			0	^^	^^	3	24	64.9%	37
Chicopee	Stefanik	11	84.6%	13	^^	^^	1	^^	^^	1	26	65.0%	40
Fall River	Healy	17	56.7%	30	^^	^^	1	^^	^^	1	^^	^^	6
Fall River	Doran	28	82.4%	34	^^	^^	4	^^	^^	5	17	58.6%	29
Fall River	Laurel Lake	9	64.3%	14	^^	^^	2	^^	^^	5	10	71.4%	14
Fall River	N.B. Borden	^^	^^	8			0	^^	^^	3	^^	^^	9
Gill-Montague	Hillcrest	34	75.6%	45			0	^^	^^	2	^^	^^	4
Gill-Montague	Sheffield	**	**	**	**	**	**	**	**	**	**	**	**
Haverhill	Burnham	^^	^^	7			0	^^	^^	2	14	56.0%	25
Haverhill	Pentucket Lake	29	82.9%	35	^^	^^	1	^^	^^	5	8	61.5%	13
Haverhill	Walnut Square	33	97.1%	34	^^	^^	1			0	^^	^^	5
Lawrence Family Development Charter Sch				0			0			0	42	71.2%	59
Lawrence	Arlington	^^	^^	4			0	^^	^^	1	66	64.1%	103
Lawrence	Frost	20	90.9%	22	^^	^^	7	^^	^^	3	53	79.1%	67
Lawrence	Wetherbee	^^	^^	3	^^	^^	6	^^	^^	4	30	62.5%	48
Lowell Community Charter School		15	68.2%	22	21	63.6%	33	^^	^^	5	26	52.0%	50
Lowell	Murkland	6	46.2%	13	30	58.8%	51	^^	^^	4	11	64.7%	17
Lowell	Bailey	35	76.1%	46	16	69.6%	23	^^	^^	5	6	60.0%	10
Lowell	Greenhalge	24	75.0%	32	16	88.9%	18	^^	^^	7	15	68.2%	22
Malden	Ferryway	24	77.4%	31	23	95.8%	24	6	50.0%	12	22	84.6%	26
Methuen	Tenney	117	89.3%	131	^^	^^	2	^^	^^	4	23	71.9%	32
Neighborhood House Charter School		^^	^^	9			0	20	87.0%	23	^^	^^	5
North Adams	Brayton	29	70.7%	41			0	^^	^^	2	^^	^^	4

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students

**Table E5 (continued): Racial/Ethnic Subgroups -- Spring 2007 GRADE results by school (Cohort 1)**

LEA School		STUDENTS ACHIEVING AVG/STRENGTH BENCHMARK (statnine 5-9)											
		Grade 1											
		White			Asian/Pacific Islander			African American/Black			Hispanic or Latino		
		#	%	# Tested	#	%	# Tested	#	%	# Tested	#	%	# Tested
North Adams	Sullivan	18	75.0%	24	^^	^^	1	^^	^^	1	^^	^^	1
Pittsfield	Morningside	24	64.9%	37			0	^^	^^	5	^^	^^	6
Plymouth	South Elementary	104	83.9%	124	^^	^^	1	^^	^^	3	^^	^^	3
Plymouth	West Elementary	52	89.7%	58	^^	^^	1	^^	^^	1			0
Quincy	Lincoln-Hancock	30	73.2%	41	12	80.0%	15	^^	^^	6	^^	^^	9
Revere	Garfield	19	76.0%	25	14	93.3%	15	^^	^^	3	32	74.4%	43
Robert M. Hughes Academy Charter School		^^	^^	2			0	11	91.7%	12	^^	^^	6
Salem	Bates	26	89.7%	29	^^	^^	1	^^	^^	5	10	71.4%	14
Salem	Bentley	21	72.4%	29	^^	^^	2	^^	^^	3	12	80.0%	15
Seven Hills Charter School		^^	^^	7	^^	^^	1	21	87.5%	24	27	75.0%	36
Springfield	Boland	9	75.0%	12	^^	^^	1	^^	^^	6	24	44.4%	54
Springfield	Gerena	^^	^^	9	^^	^^	1	6	42.9%	14	35	43.8%	80
Springfield	Milton Bradley	^^	^^	4			0	6	35.3%	17	23	40.4%	57
Springfield	White Street	^^	^^	8	^^	^^	4	13	72.2%	18	16	57.1%	28
Taunton	Walker	16	94.1%	17			0	^^	^^	3	9	81.8%	11
Ware	Koziol	75	75.8%	99	^^	^^	1	^^	^^	1	^^	^^	2
Webster	Middle School	**	**	**	**	**	**	**	**	**	**	**	**
Webster	Park Avenue	99	83.2%	119			0	^^	^^	5	11	78.6%	14
Westfield	Franklin Avenue	18	78.3%	23	^^	^^	1			0	8	57.1%	14
Westfield	Highland	35	64.8%	54			0	^^	^^	1	^^	^^	4
Westfield	Moseley	27	93.1%	29			0	^^	^^	1	^^	^^	2
Worcester	Woodland Academy	^^	^^	9	^^	^^	4	^^	^^	1	19	40.4%	47
Worcester	City View	14	73.7%	19	^^	^^	2	6	60.0%	10	12	42.9%	28
Worcester	Goddard	9	56.3%	16	^^	^^	7	^^	^^	2	27	36.5%	74
Worcester	Lincoln Street	5	41.7%	12	^^	^^	1	^^	^^	9	11	61.1%	18

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students

**Table E5 (continued): Racial/Ethnic Subgroups -- Spring 2007 GRADE results by school (Cohort 1)**

LEA School		STUDENTS ACHIEVING AVG/STRENGTH BENCHMARK (statnine 5-9)											
		Grade 2											
		White			Asian/Pacific Islander			African American/Black			Hispanic or Latino		
		#	%	# Tested	#	%	# Tested	#	%	# Tested	#	%	# Tested
Athol-Royalston	Sanders Street	22	75.9%	29			0	^^	^^	1	^^	^^	3
Boston Renaissance	Charter School	^^	^^	1	^^	^^	2	70	69.3%	101	17	53.1%	32
Brockton	Downey	16	66.7%	24	^^	^^	3	25	67.6%	37	6	60.0%	10
Brockton	Davis	23	69.7%	33	^^	^^	1	33	55.0%	60	15	83.3%	18
Cambridge	Haggerty	20	87.0%	23	^^	^^	2	5	50.0%	10	^^	^^	4
Chelsea	Kelly	^^	^^	3			0	^^	^^	5	57	57.6%	99
Chicopee	Bowe	17	85.0%	20	^^	^^	3	^^	^^	3	19	61.3%	31
Chicopee	Stefanik	22	91.7%	24			0	^^	^^	4	38	77.6%	49
Fall River	Healy	17	73.9%	23			0	^^	^^	4	^^	^^	7
Fall River	Doran	34	81.0%	42	^^	^^	1	^^	^^	4	12	44.4%	27
Fall River	Laurel Lake	12	70.6%	17	^^	^^	3	^^	^^	6	^^	^^	8
Fall River	N.B. Borden	8	80.0%	10			0	^^	^^	4	^^	^^	7
Gill-Montague	Hillcrest	21	70.0%	30			0	^^	^^	1	^^	^^	5
Gill-Montague	Sheffield	**	**	**	**	**	**	**	**	**	**	**	**
Haverhill	Burnham	^^	^^	6	^^	^^	1	^^	^^	2	11	52.4%	21
Haverhill	Pentucket Lake	44	83.0%	53			0	^^	^^	2	17	81.0%	21
Haverhill	Walnut Square	19	90.5%	21	^^	^^	2			0	^^	^^	5
Lawrence Family Development	Charter Sc			0			0	^^	^^	1	38	64.4%	59
Lawrence	Arlington	^^	^^	3			0	^^	^^	2	60	61.2%	98
Lawrence	Frost	7	70.0%	10	^^	^^	6	^^	^^	1	36	53.7%	67
Lawrence	Wetherbee	^^	^^	4	^^	^^	4	^^	^^	2	38	64.4%	59
Lowell Community Charter School		11	78.6%	14	21	77.8%	27	^^	^^	5	23	54.8%	42
Lowell	Murkland	4	36.4%	11	24	60.0%	40	^^	^^	2	5	26.3%	19
Lowell	Bailey	30	73.2%	41	19	79.2%	24	^^	^^	4	7	58.3%	12
Lowell	Greenhalge	27	69.2%	39	^^	^^	6	^^	^^	6	13	56.5%	23
Malden	Ferryway	27	81.8%	33	9	69.2%	13	11	57.9%	19	18	75.0%	24
Methuen	Tenney	91	87.5%	104	^^	^^	3	^^	^^	6	19	70.4%	27
Neighborhood House Charter School		11	78.6%	14	^^	^^	1	6	35.3%	17	^^	^^	4
North Adams	Brayton	34	85.0%	40			0			0	^^	^^	3

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students

**Table E5 (continued): Racial/Ethnic Subgroups -- Spring 2007 GRADE results by school (Cohort 1)**

LEA		STUDENTS ACHIEVING AVG/STRENGTH BENCHMARK (statnine 5-9)											
		Grade 2											
		White			Asian/Pacific Islander			African American/Black			Hispanic or Latino		
	School	#	%	# Tested	#	%	# Tested	#	%	# Tested	#	%	# Tested
North Adams	Sullivan	27	77.1%	35	^^	^^	1	^^	^^	2	^^	^^	3
Pittsfield	Morningside	29	76.3%	38	^^	^^	1	^^	^^	4	8	47.1%	17
Plymouth	South Elementary	117	92.1%	127	^^	^^	3	^^	^^	2			0
Plymouth	West Elementary	51	89.5%	57	^^	^^	3			0			0
Quincy	Lincoln-Hancock	38	80.9%	47	8	57.1%	14	^^	^^	8	9	81.8%	11
Revere	Garfield	12	80.0%	15	14	87.5%	16	^^	^^	6	38	67.9%	56
Robert M. Hughes Academy Charter Sch		^^	^^	2			0	7	50.0%	14	^^	^^	5
Salem	Bates	23	92.0%	25	^^	^^	1	^^	^^	2	7	46.7%	15
Salem	Bentley	16	84.2%	19	^^	^^	1	^^	^^	1	9	60.0%	15
Seven Hills Charter School		7	70.0%	10	^^	^^	1	14	60.9%	23	19	54.3%	35
Springfield	Boland	^^	^^	2	^^	^^	2	6	50.0%	12	32	50.8%	63
Springfield	Gerena	^^	^^	2	^^	^^	1	7	46.7%	15	24	32.0%	75
Springfield	Milton Bradley	^^	^^	6			0	6	33.3%	18	28	34.1%	82
Springfield	White Street	^^	^^	3	^^	^^	5	6	46.2%	13	13	40.6%	32
Taunton	Walker	22	100.0%	22			0	^^	^^	5	11	100.0%	11
Ware	Koziol	61	75.3%	81	^^	^^	1	^^	^^	1	^^	^^	7
Webster	Middle School	**	**	**	**	**	**	**	**	**	**	**	**
Webster	Park Avenue	90	81.8%	110	^^	^^	1	^^	^^	8	11	47.8%	23
Westfield	Franklin Avenue	12	75.0%	16			0			0	5	41.7%	12
Westfield	Highland	24	70.6%	34			0			0	^^	^^	5
Westfield	Moseley	24	96.0%	25			0	^^	^^	1	^^	^^	2
Worcester	Woodland Acad	^^	^^	8	9	81.8%	11	^^	^^	3	11	40.7%	27
Worcester	City View	16	76.2%	21	^^	^^	2	5	31.3%	16	16	41.0%	39
Worcester	Goddard	9	52.9%	17	^^	^^	4	^^	^^	1	14	26.4%	53
Worcester	Lincoln Street	^^	^^	9	^^	^^	2	^^	^^	5	8	61.5%	13

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students



**Table E5 (continued): Racial/Ethnic Subgroups -- Spring 2007 GRADE results by school (Cohort 1)**

LEA School		STUDENTS ACHIEVING AVG/STRENGTH BENCHMARK (statnine 5-9)											
		Grade 3											
		White			Asian/Pacific Islander			African American/Black			Hispanic or Latino		
		#	%	# Tested	#	%	# Tested	#	%	# Tested	#	%	# Tested
Athol-Royalston	Sanders Street	25	78.1%	32			0	^^	^^	4	^^	^^	2
Boston Renaissance Charter School				0	^^	^^	1	84	76.4%	110	13	65.0%	20
Brockton	Downey	20	83.3%	24	^^	^^	3	15	44.1%	34	^^	^^	9
Brockton	Davis	22	84.6%	26			0	41	65.1%	63	11	84.6%	13
Cambridge	Haggerty	13	86.7%	15	^^	^^	9	^^	^^	7	^^	^^	3
Chelsea	Kelly	^^	^^	7			0	^^	^^	7	56	54.4%	103
Chicopee	Bowe	21	75.0%	28			0	^^	^^	1	18	62.1%	29
Chicopee	Stefanik	11	84.6%	13			0	^^	^^	1	40	81.6%	49
Fall River	Healy	24	80.0%	30	^^	^^	1	^^	^^	4	^^	^^	7
Fall River	Doran	17	54.8%	31	^^	^^	1	^^	^^	5	8	40.0%	20
Fall River	Laurel Lake	16	88.9%	18	^^	^^	4	^^	^^	4	^^	^^	8
Fall River	N.B. Borden	10	76.9%	13			0	^^	^^	6	^^	^^	2
Gill-Montague	Hillcrest	**	**	**	**	**	**	**	**	**	**	**	**
Gill-Montague	Sheffield	29	76.3%	38			0			0	^^	^^	5
Haverhill	Burnham	**	**	**	**	**	**	**	**	**	**	**	**
Haverhill	Pentucket Lake	65	90.3%	72			0	^^	^^	4	18	64.3%	28
Haverhill	Walnut Square	**	**	**	**	**	**	**	**	**	**	**	**
Lawrence Family Development Charter Sch				0			0	^^	^^	1	39	68.4%	57
Lawrence	Arlington	^^	^^	5			0	^^	^^	3	36	40.4%	89
Lawrence	Frost	18	85.7%	21	^^	^^	7	^^	^^	1	41	58.6%	70
Lawrence	Wetherbee	^^	^^	5	^^	^^	5	^^	^^	2	28	66.7%	42
Lowell Community Charter School		9	90.0%	10	17	63.0%	27	^^	^^	9	23	50.0%	46
Lowell	Murkland	7	53.8%	13	13	38.2%	34	^^	^^	4	14	56.0%	25
Lowell	Bailey	26	74.3%	35	25	69.4%	36	^^	^^	6	^^	^^	9
Lowell	Greenhalge	30	78.9%	38	10	71.4%	14	^^	^^	9	8	44.4%	18
Malden	Ferryway	16	84.2%	19	17	81.0%	21	5	35.7%	14	10	71.4%	14
Methuen	Tenney	82	82.8%	99	^^	^^	2	^^	^^	7	21	60.0%	35
Neighborhood House Charter School		11	91.7%	12			0	8	38.1%	21	^^	^^	6
North Adams	Brayton	28	80.0%	35			0	^^	^^	2	^^	^^	3

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students

**Table E5 (continued): Racial/Ethnic Subgroups -- Spring 2007 GRADE results by school (Cohort 1)**

LEA School		STUDENTS ACHIEVING AVG/STRENGTH BENCHMARK (statnine 5-9)											
		Grade 3											
		White			Asian/Pacific Islander			African American/Black			Hispanic or Latino		
		#	%	# Tested	#	%	# Tested	#	%	# Tested	#	%	# Tested
North Adams	Sullivan	33	86.8%	38			0	^^	^^	4	^^	^^	3
Pittsfield	Morningside	23	74.2%	31			0	^^	^^	6	^^	^^	4
Plymouth	South Elementary	121	93.8%	129	^^	^^	2	^^	^^	3	^^	^^	1
Plymouth	West Elementary	60	93.8%	64			0	1	^^	2			0
Quincy	Lincoln-Hancock	40	87.0%	46	11	91.7%	12	1	^^	2	^^	^^	7
Revere	Garfield	12	66.7%	18	14	87.5%	16	^^	^^	4	32	88.9%	36
Robert M. Hughes Academy Charter Sch		^^	^^	1			0	8	61.5%	13	^^	^^	7
Salem	Bates	33	89.2%	37	^^	^^	1	^^	^^	3	10	83.3%	12
Salem	Bentley	13	72.2%	18			0	^^	^^	1	11	47.8%	23
Seven Hills Charter School		^^	^^	6			0	18	72.0%	25	19	51.4%	37
Springfield	Boland	6	50.0%	12			0	6	50.0%	12	31	49.2%	63
Springfield	Gerena	^^	^^	3	^^	^^	1	1	10.0%	10	19	26.8%	71
Springfield	Milton Bradley	^^	^^	3			0	16	59.3%	27	14	24.1%	58
Springfield	White Street	^^	^^	5	^^	^^	3	6	40.0%	15	8	26.7%	30
Taunton	Walker	20	83.3%	24			0	7	70.0%	10	^^	^^	4
Ware	Koziol	71	79.8%	89	^^	^^	1	^^	^^	4	^^	^^	6
Webster	Sitkowski	86	79.6%	108			0	^^	^^	6	7	46.7%	15
Webster	Park Avenue	**	**	**	**	**	**	**	**	**	**	**	**
Westfield	Franklin Avenue	17	94.4%	18			0			0	6	42.9%	14
Westfield	Highland	31	72.1%	43	^^	^^	2	^^	^^	1	^^	^^	4
Westfield	Moseley	25	86.2%	29			0	^^	^^	1	^^	^^	4
Worcester	Woodland Academy	^^	^^	7	^^	^^	2	^^	^^	3	7	28.0%	25
Worcester	City View	16	84.2%	19	^^	^^	5	^^	^^	9	22	55.0%	40
Worcester	Goddard	8	57.1%	14	^^	^^	8	^^	^^	4	18	31.0%	58
Worcester	Lincoln Street	^^	^^	5			0	^^	^^	7	4	25.0%	16

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students

**Table E6: Spring 2007 GRADE results by school (Cohort 2)**

LEA	School	STUDENTS ACHIEVING AVG/STRENGTH BENCHMARK (stanine 5-9)								
		Grade 1			Grade 2			Grade 3		
		#	%	# Tested	#	%	# Tested	#	%	# Tested
Boston	Agassiz	73	79.3%	92	45	56.3%	80	46	40.4%	114
Boston	Condon	57	67.1%	85	58	60.4%	96	46	48.4%	95
Boston	Dever	42	51.2%	82	43	53.8%	80	32	41.0%	78
Boston	Eliot	13	61.9%	21	12	41.4%	29	14	53.8%	26
Boston	Harvard Kent	67	83.8%	80	51	67.1%	76	33	53.2%	62
Boston	Mendell	9	42.9%	21	19	45.2%	42	14	53.8%	26
Boston	Orchard Gardens	24	38.7%	62	26	40.0%	65	32	45.7%	70
Boston	Otis	34	77.3%	44	31	72.1%	43	23	51.1%	45
Boston	Perkins	23	69.7%	33	26	74.3%	35	22	56.4%	39
Boston	Stone	13	65.0%	20	16	61.5%	26	13	48.1%	27
Boston	Tobin	36	60.0%	60	23	47.9%	48	14	27.5%	51
Boston	Trotter	16	21.6%	74	41	48.2%	85	31	48.4%	64
Chelsea	Berkowitz	92	78.0%	118	66	58.9%	112	69	75.0%	92
Haverhill	Golden Hill	33	78.6%	42	43	68.3%	63	92	76.0%	121
Holyoke	Kelly	9	22.5%	40	26	48.1%	54	30	54.5%	55
Holyoke	Lawrence	16	23.5%	68	23	27.7%	83	22	27.5%	80
Holyoke	White	26	57.8%	45	20	42.6%	47	28	52.8%	53
Lawrence	Parthum	111	71.2%	156	88	61.5%	143	81	52.3%	155
Leominster	Fall Brook	117	75.0%	156	93	73.8%	126	108	81.2%	133
Lynn	Harrington	37	38.9%	95	41	55.4%	74	31	37.8%	82
Lynn	Ingalls	47	60.3%	78	43	57.3%	75	48	61.5%	78
New Bedford	Carney	51	78.5%	65	66	84.6%	78	61	68.5%	89
New Bedford	Hayden-McFadden	51	57.3%	89	49	60.5%	81	55	58.5%	94
Somerville	East Somerville	63	73.3%	86	39	57.4%	68	39	55.7%	70
Springfield	Homer Street	40	72.7%	55	30	55.6%	54	31	57.4%	54

**Table E7: Students with Disabilities -- Spring 2007 GRADE results by school (Cohort 2)**

LEA	School	STUDENTS ACHIEVING AVG/STRENGTH BENCHMARK (stanine 5-9)								
		Grade 1			Grade 2			Grade 3		
		#	%	# Tested	#	%	# Tested	#	%	# Tested
Boston	Agassiz	5	45.5%	11	2	16.7%	12	3	11.1%	27
Boston	Condon	7	38.9%	18	7	43.8%	16	7	30.4%	23
Boston	Dever	7	41.2%	17	2	12.5%	16	0	0.0%	17
Boston	Eliot	^^	^^	5	2	18.2%	11	1	10.0%	10
Boston	Harvard Kent	^^	^^	9	7	50.0%	14	^^	^^	9
Boston	Mendell			0	^^	^^	9	2	20.0%	10
Boston	Orchard Gardens	^^	^^	9	^^	^^	8	3	17.6%	17
Boston	Otis	^^	^^	3	^^	^^	7	^^	^^	8
Boston	Perkins	^^	^^	3	^^	^^	5	2	16.7%	12
Boston	Stone	^^	^^	3	^^	^^	8	^^	^^	8
Boston	Tobin	^^	^^	7	^^	^^	8	1	8.3%	12
Boston	Trotter	4	23.5%	17	2	20.0%	10	^^	^^	7
Chelsea	Berkowitz	6	60.0%	10	4	28.6%	14	^^	^^	8
Haverhill	Golden Hill	^^	^^	2	^^	^^	6	5	50.0%	10
Holyoke	Kelly	^^	^^	7	7	36.8%	19	10	47.6%	21
Holyoke	Lawrence	^^	^^	9	4	20.0%	20	1	5.3%	19
Holyoke	White	5	33.3%	15	3	30.0%	10	4	30.8%	13
Lawrence	Parthum	6	37.5%	16	1	7.7%	13	2	7.1%	28
Leominster	Fall Brook	10	43.5%	23	14	53.8%	26	16	59.3%	27
Lynn	Harrington	^^	^^	3	4	40.0%	10	1	7.1%	14
Lynn	Ingalls	^^	^^	4	^^	^^	6	^^	^^	4
New Bedford	Carney	9	64.3%	14	^^	^^	8	3	23.1%	13
New Bedford	Hayden-McFadden	5	27.8%	18	4	26.7%	15	7	30.4%	23
Somerville	East Somerville	8	50.0%	16	6	40.0%	15	5	31.3%	16
Springfield	Homer Street	^^	^^	4	^^	^^	7	4	40.0%	10

^^ Data not included for subgroups with fewer than 10 students

**Table E8: Students with Limited English Proficiency -- Spring 2007 GRADE results by school (Cohort 2)**

LEA	School	STUDENTS ACHIEVING AVG/STRENGTH BENCHMARK (stanine 5-9)								
		Grade 1			Grade 2			Grade 3		
		#	%	# Tested	#	%	# Tested	#	%	# Tested
Boston	Agassiz	28	70.0%	40	9	34.6%	26	13	27.7%	47
Boston	Condon	4	40.0%	10	8	38.1%	21	8	26.7%	30
Boston	Dever	12	57.1%	21	12	54.5%	22	5	21.7%	23
Boston	Eliot	^^	^^	1	^^	^^	5	^^	^^	4
Boston	Harvard Kent	21	77.8%	27	19	54.3%	35	11	34.4%	32
Boston	Mendell	^^	^^	2	^^	^^	3	^^	^^	4
Boston	Orchard Gardens	5	20.8%	24	5	23.8%	21	9	42.9%	21
Boston	Otis	12	63.2%	19	14	60.9%	23	10	43.5%	23
Boston	Perkins	^^	^^	4	^^	^^	2	^^	^^	7
Boston	Stone	^^	^^	1			0	^^	^^	2
Boston	Tobin	14	58.3%	24	5	33.3%	15	4	16.0%	25
Boston	Trotter	^^	^^	1	^^	^^	1	^^	^^	2
Chelsea	Berkowitz	13	76.5%	17	9	23.1%	39	7	43.8%	16
Haverhill	Golden Hill	^^	^^	1			0	5	27.8%	18
Holyoke	Kelly	5	27.8%	18	3	17.6%	17	11	42.3%	26
Holyoke	Lawrence	2	7.1%	28	5	12.8%	39	2	6.9%	29
Holyoke	White	2	20.0%	10	4	22.2%	18	2	15.4%	13
Lawrence	Parthum	29	51.8%	56	24	49.0%	49	15	27.8%	54
Leominster	Fall Brook	30	61.2%	49	6	26.1%	23	15	55.6%	27
Lynn	Harrington	15	24.6%	61	25	50.0%	50	19	35.2%	54
Lynn	Ingalls	15	42.9%	35	24	54.5%	44	23	52.3%	44
New Bedford	Carney			0			0			0
New Bedford	Hayden-McFadden	3	23.1%	13	^^	^^	2	^^	^^	2
Somerville	East Somerville	23	69.7%	33	10	37.0%	27	10	37.0%	27
Springfield	Homer Street	^^	^^	1	^^	^^	7	3	23.1%	13

^^ Data not included for subgroups with fewer than 10 students

**Table E9: Economically Disadvantaged Students -- Spring 2007 GRADE results by school (Cohort 2)**

LEA	School	STUDENTS ACHIEVING AVG/STRENGTH BENCHMARK (stanine 5-9)								
		Grade 1			Grade 2			Grade 3		
		#	%	# Tested	#	%	# Tested	#	%	# Tested
Boston	Agassiz	69	79.3%	87	42	56.0%	75	44	40.7%	108
Boston	Condon	51	64.6%	79	47	57.3%	82	36	47.4%	76
Boston	Dever	36	48.0%	75	43	53.8%	80	30	40.5%	74
Boston	Eliot	5	45.5%	11	4	25.0%	16	8	44.4%	18
Boston	Harvard Kent	62	83.8%	74	51	67.1%	76	33	53.2%	62
Boston	Mendell	7	36.8%	19	17	44.7%	38	11	50.0%	22
Boston	Orchard Gardens	20	37.7%	53	21	36.2%	58	26	41.9%	62
Boston	Otis	33	76.7%	43	30	73.2%	41	23	51.1%	45
Boston	Perkins	20	66.7%	30	22	71.0%	31	20	58.8%	34
Boston	Stone	13	68.4%	19	15	62.5%	24	11	47.8%	23
Boston	Tobin	27	62.8%	43	19	51.4%	37	11	25.6%	43
Boston	Trotter	15	21.4%	70	34	49.3%	69	28	48.3%	58
Chelsea	Berkowitz	83	77.6%	107	56	57.7%	97	56	71.8%	78
Haverhill	Golden Hill	18	81.8%	22	12	50.0%	24	35	62.5%	56
Holyoke	Kelly	9	22.5%	40	23	46.9%	49	28	53.8%	52
Holyoke	Lawrence	15	23.1%	65	22	26.8%	82	20	25.6%	78
Holyoke	White	18	54.5%	33	12	30.8%	39	21	45.7%	46
Lawrence	Parthum	92	67.2%	137	73	59.3%	123	68	49.6%	137
Leominster	Fall Brook	30	52.6%	57	23	52.3%	44	25	67.6%	37
Lynn	Harrington	32	36.4%	88	36	53.7%	67	24	32.9%	73
Lynn	Ingalls	43	58.9%	73	39	57.4%	68	43	60.6%	71
New Bedford	Carney	44	78.6%	56	58	85.3%	68	40	63.5%	63
New Bedford	Hayden-McFadden	44	53.7%	82	45	60.8%	74	49	59.0%	83
Somerville	East Somerville	57	75.0%	76	32	52.5%	61	32	50.8%	63
Springfield	Homer Street	37	72.5%	51	25	54.3%	46	31	62.0%	50

^^ Data not included for subgroups with fewer than 10 students

**Table E10: Racial/Ethnic Subgroups-- Spring 2007 GRADE results by school (Cohort 2)**

LEA		School		STUDENTS ACHIEVING AVG/STRENGTH BENCHMARK (stanine 5-9)											
				Grade 1											
				White			Asian/Pacific Islander			African American/Black			Hispanic or Latino		
				#	%	# Tested	#	%	# Tested	#	%	# Tested	#	%	# Tested
Boston	Agassiz	^^	^^	2			0	13	92.9%	14	59	80.8%	73		
Boston	Condon	11	57.9%	19	^^	^^	9	20	60.6%	33	14	70.0%	20		
Boston	Dever	^^	^^	5	^^	^^	4	12	36.4%	33	23	59.0%	39		
Boston	Eliot	^^	^^	7			0	^^	^^	4	^^	^^	6		
Boston	Harvard Kent	10	76.9%	13	22	88.0%	25	21	95.5%	22	14	70.0%	20		
Boston	Mendell			0			0	4	40.0%	10	5	45.5%	11		
Boston	Orchard Gardens			0	^^	^^	2	9	60.0%	15	13	29.5%	44		
Boston	Otis	^^	^^	7			0			0	29	78.4%	37		
Boston	Perkins	^^	^^	7	^^	^^	2	10	71.4%	14	^^	^^	7		
Boston	Stone			0			0	9	64.3%	14	^^	^^	5		
Boston	Tobin	^^	^^	5	^^	^^	2	11	84.6%	13	20	52.6%	38		
Boston	Trotter			0	^^	^^	2	9	17.6%	51	5	29.4%	17		
Chelsea	Berkowitz	10	83.3%	12	^^	^^	7	9	75.0%	12	63	75.0%	84		
Haverhill	Golden Hill	20	71.4%	28	^^	^^	3	^^	^^	2	^^	^^	9		
Holyoke	Kelly			0			0			0	9	22.5%	40		
Holyoke	Lawrence	^^	^^	3			0	^^	^^	4	13	22.8%	57		
Holyoke	White	7	58.3%	12	^^	^^	1	^^	^^	1	16	53.3%	30		
Lawrence	Parthum	15	78.9%	19	^^	^^	1	^^	^^	2	88	68.2%	129		
Leominster	Fall Brook	79	80.6%	98	^^	^^	6	^^	^^	9	26	63.4%	41		
Lynn	Harrington	7	70.0%	10	^^	^^	5	4	40.0%	10	20	29.9%	67		
Lynn	Ingalls	^^	^^	6	^^	^^	7	8	72.7%	11	22	47.8%	46		
New Bedford	Carney	19	73.1%	26			0	13	100.0%	13	14	73.7%	19		
New Bedford	Hayden-McFadden	20	66.7%	30	^^	^^	1	5	50.0%	10	19	47.5%	40		
Somerville	East Somerville	16	94.1%	17	^^	^^	6	9	75.0%	12	32	66.7%	48		
Springfield	Homer Street	^^	^^	2			0	9	69.2%	13	18	72.0%	25		

^^ Data not included for subgroups with fewer than 10 students

**Table E10 (continued): Racial/Ethnic Subgroups-- Spring 2007 GRADE results by school (Cohort 2)**

LEA		STUDENTS ACHIEVING AVG/STRENGTH BENCHMARK (stanine 5-9)											
		Grade 2											
		White			Asian/Pacific Islander			African American/Black			Hispanic or Latino		
		#	%	# Tested	#	%	# Tested	#	%	# Tested	#	%	# Tested
Boston	Agassiz	^^	^^	3	^^	^^	1	6	42.9%	14	35	58.3%	60
Boston	Condon	14	70.0%	20	^^	^^	9	20	50.0%	40	17	65.4%	26
Boston	Dever	^^	^^	3	^^	^^	3	11	32.4%	34	24	66.7%	36
Boston	Eliot	5	41.7%	12	^^	^^	1	^^	^^	7	^^	^^	9
Boston	Harvard Kent	^^	^^	5	16	55.2%	29	13	76.5%	17	17	77.3%	22
Boston	Mendell	^^	^^	2	^^	^^	1	8	44.4%	18	9	45.0%	20
Boston	Orchard Gardens	^^	^^	2			0	13	48.1%	27	11	31.4%	35
Boston	Otis	12	85.7%	14			0	^^	^^	3	17	65.4%	26
Boston	Perkins	^^	^^	9	^^	^^	2	12	80.0%	15	^^	^^	6
Boston	Stone			0			0	15	68.2%	22	^^	^^	4
Boston	Tobin			0			0	^^	^^	9	18	47.4%	38
Boston	Trotter	^^	^^	2			0	32	51.6%	62	6	35.3%	17
Chelsea	Berkowitz	10	66.7%	15	^^	^^	3	3	27.3%	11	50	61.7%	81
Haverhill	Golden Hill	37	74.0%	50	^^	^^	1	^^	^^	6	^^	^^	5
Holyoke	Kelly	^^	^^	7			0	^^	^^	2	21	47.7%	44
Holyoke	Lawrence	^^	^^	7			0	^^	^^	5	18	25.4%	71
Holyoke	White	9	81.8%	11	^^	^^	3			0	11	33.3%	33
Lawrence	Parthum	14	77.8%	18	^^	^^	1	^^	^^	5	68	57.6%	118
Leominster	Fall Brook	74	86.0%	86	^^	^^	1	^^	^^	7	15	46.9%	32
Lynn	Harrington	^^	^^	9	^^	^^	3	3	30.0%	10	29	60.4%	48
Lynn	Ingalls	^^	^^	7	^^	^^	8	7	70.0%	10	26	54.2%	48
New Bedford	Carney	17	85.0%	20	^^	^^	2	10	58.8%	17	22	91.7%	24
New Bedford	Hayden-McFadden	13	65.0%	20	^^	^^	1	9	75.0%	12	25	55.6%	45
Somerville	East Somerville	14	82.4%	17	^^	^^	2	^^	^^	5	20	45.5%	44
Springfield	Homer Street	^^	^^	3	^^	^^	1	13	65.0%	20	14	48.3%	29

^^ Data not included for subgroups with fewer than 10 students



**Table E10 (continued): Racial/Ethnic Subgroups-- Spring 2007 GRADE results by school (Cohort 2)**

LEA		School		STUDENTS ACHIEVING AVG/STRENGTH BENCHMARK (stanine 5-9)											
				Grade 3											
				White			Asian/Pacific Islander			African American/Black			Hispanic or Latino		
				#	%	# Tested	#	%	# Tested	#	%	# Tested	#	%	# Tested
Boston	Agassiz	^^	^^	7			0	8	47.1%	17	36	40.0%	90		
Boston	Condon	9	81.8%	11	6	60.0%	10	15	31.9%	47	16	61.5%	26		
Boston	Dever	^^	^^	5	^^	^^	6	14	42.4%	33	13	38.2%	34		
Boston	Eliot	11	91.7%	12			0	^^	^^	3	3	27.3%	11		
Boston	Harvard Kent	^^	^^	4	10	34.5%	29	10	76.9%	13	9	60.0%	15		
Boston	Mendell			0	^^	^^	1	6	54.5%	11	7	50.0%	14		
Boston	Orchard Gardens	^^	^^	2			0	20	55.6%	36	10	32.3%	31		
Boston	Otis	7	50.0%	14	^^	^^	2	^^	^^	1	15	53.6%	28		
Boston	Perkins	^^	^^	7	^^	^^	3	5	35.7%	14	7	70.0%	10		
Boston	Stone			0	^^	^^	1	12	57.1%	21	^^	^^	4		
Boston	Tobin	^^	^^	1			0	3	25.0%	12	10	27.8%	36		
Boston	Trotter	^^	^^	2			0	26	47.3%	55	^^	^^	7		
Chelsea	Berkowitz	^^	^^	9	^^	^^	1	8	80.0%	10	53	73.6%	72		
Haverhill	Golden Hill	73	86.9%	84	^^	^^	1	^^	^^	1	16	48.5%	33		
Holyoke	Kelly	^^	^^	3			0	^^	^^	2	28	56.0%	50		
Holyoke	Lawrence	^^	^^	4	^^	^^	2	^^	^^	4	16	22.9%	70		
Holyoke	White	10	90.9%	11	^^	^^	1	^^	^^	2	15	39.5%	38		
Lawrence	Parthum	14	70.0%	20	^^	^^	3	^^	^^	1	63	48.5%	130		
Leominster	Fall Brook	82	91.1%	90	^^	^^	4	^^	^^	5	18	60.0%	30		
Lynn	Harrington	6	50.0%	12	^^	^^	3	4	23.5%	17	19	39.6%	48		
Lynn	Ingalls	^^	^^	7	^^	^^	3	8	72.7%	11	30	56.6%	53		
New Bedford	Carney	14	63.6%	22			0	19	76.0%	25	20	69.0%	29		
New Bedford	Hayden-McFadden	29	65.9%	44	^^	^^	1	6	46.2%	13	19	61.3%	31		
Somerville	East Somerville	13	81.3%	16	^^	^^	1	8	80.0%	10	17	39.5%	43		
Springfield	Homer Street	^^	^^	4			0	13	76.5%	17	16	51.6%	31		

^^ Data not included for subgroups with fewer than 10 students

**Table E11: Spring 2007 GRADE results by school (Cohort 3)**

LEA	School	STUDENTS ACHIEVING AVG/STRENGTH BENCHMARK (stanine 5-9)								
		Grade 1			Grade 2			Grade 3		
		#	%	# Tested	#	%	# Tested	#	%	# Tested
Community Day Charter School		24	96.0%	25	22	95.7%	23	13	54.2%	24
Greenfield	Newton	23	82.1%	28	23	65.7%	35	23	79.3%	29
Narragansett	Baldwinville	42	93.3%	45	35	85.4%	41	37	88.1%	42
Southbridge	Charlton Street	**	**	**	134	67.7%	198	122	66.7%	183
Southbridge	Eastford Road	139	71.3%	195	**	**	**	**	**	**
West Springfield	Coburn	48	60.8%	79	46	63.9%	72	44	67.7%	65

\*\* School does not include this grade-level

**Table E12: Students with Disabilities -- Spring 2007 GRADE results by school (Cohort 3)**

LEA	School	STUDENTS ACHIEVING AVG/STRENGTH BENCHMARK (stanine 5-9)								
		Grade 1			Grade 2			Grade 3		
		#	%	# Tested	#	%	# Tested	#	%	# Tested
Community Day Charter School		^^	^^	2	^^	^^	5	^^	^^	7
Greenfield	Newton	^^	^^	2	^^	^^	3	^^	^^	7
Narragansett	Baldwinville	11	78.6%	14	^^	^^	7	^^	^^	8
Southbridge	Charlton Street	**	**	**	7	33.3%	21	3	8.8%	34
Southbridge	Eastford Road	17	53.1%	32	**	**	**	**	**	**
West Springfield	Coburn	3	30.0%	10	3	23.1%	13	3	23.1%	13

**Table E13: Students with Limited English Proficiency -- Spring 2007 GRADE results by school (Cohort 3)**

LEA	School	STUDENTS ACHIEVING AVG/STRENGTH BENCHMARK (stanine 5-9)								
		Grade 1			Grade 2			Grade 3		
		#	%	# Tested	#	%	# Tested	#	%	# Tested
Community Day Charter School		^^	^^	5	^^	^^	4	^^	^^	6
Greenfield	Newton			0	^^	^^	4	^^	^^	2
Narragansett	Baldwinville			0			0	^^	^^	1
Southbridge	Charlton Street	**	**	**	5	22.7%	22	0	0.0%	10
Southbridge	Eastford Road	4	18.2%	22	**	**	**	**	**	**
West Springfield	Coburn	17	51.5%	33	19	65.5%	29	6	37.5%	16

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students

Table E14: Economically Disadvantaged Students -- Spring 2007 GRADE results by school (Cohort 3)												
LEA		School		STUDENTS ACHIEVING AVG/STRENGTH BENCHMARK (stanine 5-9)								
				Grade 1			Grade 2			Grade 3		
				#	%	# Tested	#	%	# Tested	#	%	# Tested
Community Day Charter	School	12	92.3%	13	17	94.4%	18	7	43.8%	16		
Greenfield	Newton	18	78.3%	23	18	69.2%	26	19	79.2%	24		
Narragansett	Baldwinville	13	100.0%	13	9	90.0%	10	11	91.7%	12		
Southbridge	Charlton Street	**	**	**	74	60.2%	123	66	56.9%	116		
Southbridge	Eastford Road	90	64.7%	139	**	**	**	**	**	**		
West Springfield	Coburn	35	54.7%	64	32	59.3%	54	29	61.7%	47		

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students

Table E15: Racial/Ethnic Subgroups-- Spring 2007 GRADE results by school (Cohort 3)													
		STUDENTS ACHIEVING AVG/STRENGTH BENCHMARK (stanine 5-9)											
		Grade 1											
		White			Asian/Pacific Islander			African American/Black			Hispanic or Latino		
LEA	School	#	%	# Tested	#	%	# Tested	#	%	# Tested	#	%	# Tested
	Community Day Charter School	^^	^^	2	^^	^^	1			0	21	95.5%	22
	Greenfield Newton	18	94.7%	19			0			0	^^	^^	8
	Narragansett Baldwinville	40	93.0%	43			0	^^	^^	1	^^	^^	1
	Southbridge Charlton Street	**	**	**	**	**	**	**	**	**	**	**	**
	Southbridge Eastford Road	84	82.4%	102	^^	^^	2	^^	^^	8	43	53.8%	80
	West Springfield Coburn	25	56.8%	44	^^	^^	5	^^	^^	7	12	57.1%	21
		Grade 2											
		White			Asian/Pacific Islander			African American/Black			Hispanic or Latino		
		#	%	# Tested	#	%	# Tested	#	%	# Tested	#	%	# Tested
	Community Day Charter School	^^	^^	4			0			0	18	94.7%	19
	Greenfield Newton	17	63.0%	27	^^	^^	1	^^	^^	2	^^	^^	5
	Narragansett Baldwinville	32	84.2%	38			0			0	^^	^^	3
	Southbridge Charlton Street	85	72.0%	118	^^	^^	2	^^	^^	2	45	60.8%	74
	Southbridge Eastford Road	**	**	**	**	**	**	**	**	**	**	**	**
	West Springfield Coburn	30	63.8%	47	^^	^^	2	^^	^^	5	8	50.0%	16

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students

**Table E15 (continued) : Racial/Ethnic Subgroups-- Spring 2007 GRADE results by school (Cohort 3)**

LEA		STUDENTS ACHIEVING AVG/STRENGTH BENCHMARK (stanine 5-9)											
		Grade 3											
		White			Asian/Pacific Islander			African American/Black			Hispanic or Latino		
		#	%	# Tested	#	%	# Tested	#	%	# Tested	#	%	# Tested
Community Day Charter School		^^	^^	4			0			0	10	50.0%	20
Greenfield	Newton	15	78.9%	19	^^	^^	2	^^	^^	1	^^	^^	7
Narragansett	Baldwinville	36	90.0%	40			0	^^	^^	1	^^	^^	1
Southbridge	Charlton Street	86	78.9%	109	^^	^^	3	^^	^^	3	29	44.6%	65
Southbridge	Eastford Road	**	**	**	**	**	**	**	**	**	**	**	**
West Springfield	Coburn	31	72.1%	43	^^	^^	3	^^	^^	2	12	75.0%	16

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students

**Table E16: Spring 2007 GRADE results by school (Silber)**

Cohort			STUDENTS ACHIEVING AVG/STRENGTH BENCHMARK (stanine 5-9)								
			Grade 1			Grade 2			Grade 3		
LEA	School		#	%	# Tested	#	%	# Tested	#	%	# Tested
JSER 1	Adams-Cheshire	C.T. Plunkett	57	70.4%	81	62	76.5%	81	74	79.6%	93
JSER 1	Gardner	Sauter	73	90.1%	81	66	78.6%	84	66	83.5%	79
JSER 1	Gloucester	Fuller	45	67.2%	67	55	84.6%	65	42	63.6%	66
JSER 2	Boston	Bates	29	70.7%	41	32	72.7%	44	26	57.8%	45
JSER 2	Boston	O'Donnell	36	81.8%	44	21	50.0%	42	23	63.9%	36
JSER 2	Brockton	Huntington	51	68.0%	75	45	58.4%	77	39	54.2%	72
JSER 2	Chelsea	Sokolowski	81	69.8%	116	57	61.3%	93	60	56.1%	107
JSER 2	Chicopee	Selser	55	79.7%	69	48	80.0%	60	48	72.7%	66
JSER 2	Easthampton	Maple	23	62.2%	37	29	70.7%	41	27	75.0%	36
JSER 2	Fall River	North End	68	80.0%	85	45	53.6%	84	44	63.8%	69
JSER 2	Fall River	Small	35	92.1%	38	19	47.5%	40	14	58.3%	24
JSER 2	Haverhill	Silver Hill	34	77.3%	44	32	80.0%	40	49	79.0%	62
JSER 2	Holyoke	Morgan	34	47.2%	72	26	41.3%	63	10	14.1%	71
JSER 2	Lawrence	Guilmette	91	65.5%	139	56	51.4%	109	51	43.2%	118
JSER 2	Leominster	Northwest	131	79.4%	165	127	80.9%	157	117	83.6%	140
JSER 2	Lowell	Morey	64	73.6%	87	49	71.0%	69	44	55.7%	79
JSER 2	Lowell	Varnum Arts	26	63.4%	41	22	61.1%	36	25	73.5%	34

**Table E16 (continued): Spring 2007 GRADE results by school (Silber)**

Cohort	LEA	School	STUDENTS ACHIEVING AVG/STRENGTH BENCHMARK (stanine 5-9)								
			Grade 1			Grade 2			Grade 3		
			#	%	# Tested	#	%	# Tested	#	%	# Tested
JSER 2	Marlborough	Kane	102	79.7%	128	107	82.9%	129	87	79.8%	109
JSER 2	Methuen	Timony	125	85.0%	147	131	82.9%	158	122	81.3%	150
JSER 2	New Bedford	Ottiwell	29	65.9%	44	45	88.2%	51	36	72.0%	50
JSER 2	North Adams	Greylock	34	77.3%	44	38	84.4%	45	37	94.9%	39
JSER 2	Pittsfield	Conte	49	75.4%	65	41	63.1%	65	56	78.9%	71
JSER 2	Quincy	Snug Harbor	33	86.8%	38	25	71.4%	35	25	75.8%	33
JSER 2	Revere	Paul Revere	42	66.7%	63	54	90.0%	60	34	73.9%	46
JSER 2	Salem	Horace Mann	33	82.5%	40	26	74.3%	35	32	68.1%	47
JSER 2	Springfield	Brightwood	22	33.3%	66	36	50.7%	71	21	35.6%	59
JSER 2	Springfield	DeBerry	37	59.7%	62	24	54.5%	44	15	39.5%	38
JSER 2	Taunton	Leddy	27	81.8%	33	34	75.6%	45	2	8.7%	23
JSER 2	Wareham	Hammond	75	70.1%	107	**	**	**	**	**	**
JSER 2	Wareham	Minot-Forest	31	86.1%	36	103	88.0%	117	104	82.5%	126
JSER 2	Westfield	Gibbs	18	69.2%	26	16	64.0%	25	12	63.2%	19
JSER 2	Worcester	Canterbury Street	18	36.0%	50	16	41.0%	39	23	47.9%	48
JSER 2	Worcester	Chandler Magnet	16	33.3%	48	14	36.8%	38	19	51.4%	37
JSER 3	Dennis-Yarmouth	Station Avenue	81	84.4%	96	92	82.1%	112	82	71.9%	114
JSER 3	Greenfield	Four Corners	27	67.5%	40	32	86.5%	37	28	75.7%	37

\*\* School does not include this grade-level

**Table E17: Students with Disabilities -- Spring 2007 GRADE results by school (Silber)**

Cohort	LEA	School	STUDENTS ACHIEVING AVG/STRENGTH BENCHMARK (stanine 5-9)								
			Grade 1			Grade 2			Grade 3		
			#	%	# Tested	#	%	# Tested	#	%	# Tested
JSER 1	Adams-Cheshire	C.T. Plunkett	^^	^^	8	4	28.6%	14	1	9.1%	11
JSER 1	Gardner	Sauter	8	72.7%	11	7	41.2%	17	5	45.5%	11
JSER 1	Gloucester	Fuller	3	25.0%	12	6	60.0%	10	4	33.3%	12
JSER 2	Boston	Bates	^^	^^	4	^^	^^	6	^^	^^	7
JSER 2	Boston	O'Donnell	^^	^^	9	^^	^^	5	^^	^^	4

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students

**Table E17 (continued): Students with Disabilities -- Spring 2007 GRADE results by school (Silber)**

Cohort	LEA	School	STUDENTS ACHIEVING AVG/STRENGTH BENCHMARK (stanine 5-9)								
			Grade 1			Grade 2			Grade 3		
			#	%	# Tested	#	%	# Tested	#	%	# Tested
JSER 2	Brockton	Huntington	^^	^^	6	1	10.0%	10	4	36.4%	11
JSER 2	Chelsea	Sokolowski	3	0.3	10	4	0.25	16	2	16.7%	12
JSER 2	Chicopee	Selser	^^	^^	9	4	40.0%	10	^^	^^	9
JSER 2	Easthampton	Maple	3	30.0%	10	^^	^^	6	3	30.0%	10
JSER 2	Fall River	North End	3	30.0%	10	3	21.4%	14	3	30.0%	10
JSER 2	Fall River	Small	^^	^^	2	^^	^^	1	^^	^^	2
JSER 2	Haverhill	Silver Hill	^^	^^	1	^^	^^	3	^^	^^	6
JSER 2	Holyoke	Morgan	5	25.0%	20	2	18.2%	11	3	11.5%	26
JSER 2	Lawrence	Guilmette	^^	^^	7	0	0.0%	10	1	6.3%	16
JSER 2	Leominster	Northwest	13	43.3%	30	14	53.8%	26	7	38.9%	18
JSER 2	Lowell	Morey	^^	^^	4	^^	^^	9	2	16.7%	12
JSER 2	Lowell	Varnum Arts	^^	^^	2	^^	^^	7	^^	^^	4
JSER 2	Marlborough	Kane	22	66.7%	33	25	62.5%	40	14	51.9%	27
JSER 2	Methuen	Timony	5	33.3%	15	5	45.5%	11	7	38.9%	18
JSER 2	New Bedford	Ottiwell	^^	^^	7	^^	^^	6	4	40.0%	10
JSER 2	North Adams	Greylock	^^	^^	6	^^	^^	2	^^	^^	7
JSER 2	Pittsfield	Conte	^^	^^	9	^^	^^	7	10	90.9%	11
JSER 2	Quincy	Snug Harbor	^^	^^	4	^^	^^	5	^^	^^	8
JSER 2	Revere	Paul Revere	5	50.0%	10	10	76.9%	13	5	45.5%	11
JSER 2	Salem	Horace Mann	4	40.0%	10	5	50.0%	10	^^	^^	9
JSER 2	Springfield	Brightwood	^^	^^	8	1	5.9%	17	0	0.0%	10
JSER 2	Springfield	DeBerry	^^	^^	8	^^	^^	7	^^	^^	6
JSER 2	Taunton	Leddy	^^	^^	5	^^	^^	5	^^	^^	2
JSER 2	Wareham	Hammond	10	50.0%	20	**	**	**	**	**	**
JSER 2	Wareham	Minot-Forest	^^	^^	2	4	33.3%	12	4	28.6%	14
JSER 2	Westfield	Gibbs	^^	^^	3	^^	^^	1	^^	^^	3
JSER 2	Worcester	Canterbury Street	^^	^^	4	^^	^^	5	^^	^^	7
JSER 2	Worcester	Chandler Magnet	^^	^^	2	^^	^^	2	^^	^^	3
JSER 3	Dennis-Yarmouth	Station Avenue	6	50.0%	12	6	46.2%	13	4	19.0%	21
JSER 3	Greenfield	Four Corners	^^	^^	6	^^	^^	4	^^	^^	8

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students

**Table E18: Students with Limited English Proficiency -- Spring 2007 GRADE results by school (Silber)**

Cohort	LEA	School	STUDENTS ACHIEVING AVG/STRENGTH BENCHMARK (stanine 5-9)								
			Grade 1			Grade 2			Grade 3		
			#	%	# Tested	#	%	# Tested	#	%	# Tested
JSER 1	Adams-Cheshire	C.T. Plunkett			0			0			0
JSER 1	Gardner	Sauter	^^	^^	4	^^	^^	5	^^	^^	2
JSER 1	Gloucester	Fuller	^^	^^	3	^^	^^	7	^^	^^	5
JSER 2	Boston	Bates	^^	^^	4	^^	^^	4	^^	^^	4
JSER 2	Boston	O'Donnell	11	73.3%	15	1	10.0%	10	^^	^^	8
JSER 2	Brockton	Huntington	17	68.0%	25	14	48.3%	29	9	36.0%	25
JSER 2	Chelsea	Sokolowski	18	58.1%	31	6	26.1%	23	9	31.0%	29
JSER 2	Chicopee	Selser	9	75.0%	12	^^	^^	6	^^	^^	9
JSER 2	Easthampton	Maple			0	^^	^^	1	^^	^^	1
JSER 2	Fall River	North End	13	68.4%	19	1	6.7%	15	9	60.0%	15
JSER 2	Fall River	Small	^^	^^	3	^^	^^	3	^^	^^	7
JSER 2	Haverhill	Silver Hill	^^	^^	5	^^	^^	2	^^	^^	8
JSER 2	Holyoke	Morgan	15	44.1%	34	9	29.0%	31	3	8.8%	34
JSER 2	Lawrence	Guilmette	50	64.9%	77	18	35.3%	51	13	28.3%	46
JSER 2	Leominster	Northwest	15	51.7%	29	15	55.6%	27	16	76.2%	21
JSER 2	Lowell	Morey	12	66.7%	18	16	76.2%	21	15	51.7%	29
JSER 2	Lowell	Varnum Arts	^^	^^	5	6	54.5%	11	9	60.0%	15
JSER 2	Marlborough	Kane	16	66.7%	24	13	54.2%	24	12	52.2%	23
JSER 2	Methuen	Timony	11	84.6%	13	7	53.8%	13	^^	^^	4
JSER 2	New Bedford	Ottiwell	^^	^^	1			0			0
JSER 2	North Adams	Greylock			0			0			0
JSER 2	Pittsfield	Conte	^^	^^	5	^^	^^	4	^^	^^	9
JSER 2	Quincy	Snug Harbor	14	93.3%	15	8	61.5%	13	^^	^^	8
JSER 2	Revere	Paul Revere	11	55.0%	20	^^	^^	9	5	41.7%	12
JSER 2	Salem	Horace Mann			0	^^	^^	1			0
JSER 2	Springfield	Brightwood	1	3.7%	27	12	32.4%	37	0	0.0%	18
JSER 2	Springfield	DeBerry	6	42.9%	14	4	40.0%	10	1	10.0%	10
JSER 2	Taunton	Leddy	^^	^^	1	^^	^^	2			0
JSER 2	Wareham	Hammond			0	**	**	**	**	**	**
JSER 2	Wareham	Minot-Forest			0			0			0

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students

**Table E18 (continued): Students with Limited English Proficiency -- Spring 2007 GRADE results by school (Silber)**

Cohort	LEA	School	STUDENTS ACHIEVING AVG/STRENGTH BENCHMARK (stanine 5-9)								
			Grade 1			Grade 2			Grade 3		
			#	%	# Tested	#	%	# Tested	#	%	# Tested
JSER 2	Westfield	Gibbs			0			0			0
JSER 2	Worcester	Canterbury Street	8	38.1%	21	6	42.9%	14	8	44.4%	18
JSER 2	Worcester	Chandler Magnet	12	32.4%	37	8	27.6%	29	3	16.7%	18
JSER 3	Dennis-Yarmouth	Station Avenue	^^	^^	9	7	63.6%	11	^^	^^	5
JSER 3	Greenfield	Four Corners	^^	^^	4	^^	^^	1	^^	^^	2

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students

**Table E19: Economically Disadvantaged Students -- Spring 2007 GRADE results by school (Silber)**

Cohort	LEA	School	STUDENTS ACHIEVING AVG/STRENGTH BENCHMARK (stanine 5-9)								
			Grade 1			Grade 2			Grade 3		
			#	%	# Tested	#	%	# Tested	#	%	# Tested
JSER 1	Adams-Cheshire	C.T. Plunkett	28	71.8%	39	24	66.7%	36	31	68.9%	45
JSER 1	Gardner	Sauter	24	77.4%	31	21	77.8%	27	20	71.4%	28
JSER 1	Gloucester	Fuller	18	46.2%	39	20	71.4%	28	22	59.5%	37
JSER 2	Boston	Bates	19	67.9%	28	21	65.6%	32	19	50.0%	38
JSER 2	Boston	O'Donnell	32	80.0%	40	21	52.5%	40	19	63.3%	30
JSER 2	Brockton	Huntington	40	65.6%	61	37	55.2%	67	32	51.6%	62
JSER 2	Chelsea	Sokolowski	69	66.3%	104	44	57.9%	76	51	54.8%	93
JSER 2	Chicopee	Selser	39	78.0%	50	40	80.0%	50	36	75.0%	48
JSER 2	Easthampton	Maple	5	50.0%	10	10	76.9%	13	7	58.3%	12
JSER 2	Fall River	North End	44	78.6%	56	22	40.7%	54	27	54.0%	50
JSER 2	Fall River	Small	31	91.2%	34	16	45.7%	35	12	54.5%	22
JSER 2	Haverhill	Silver Hill	12	54.5%	22	18	75.0%	24	30	73.2%	41
JSER 2	Holyoke	Morgan	34	47.9%	71	25	41.7%	60	9	13.6%	66
JSER 2	Lawrence	Guilmette	82	65.1%	126	50	50.0%	100	43	41.3%	104
JSER 2	Leominster	Northwest	54	0.675	80	51	76.1%	67	60	78.9%	76
JSER 2	Lowell	Morey	49	73.1%	67	42	71.2%	59	37	56.9%	65
JSER 2	Lowell	Varnum Arts	17	65.4%	26	16	59.3%	27	17	65.4%	26
JSER 2	Marlborough	Kane	19	70.4%	27	30	75.0%	40	22	71.0%	31

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students



**Table E19 (continued): Economically Disadvantaged Students -- Spring 2007 GRADE results by school (Silber)**

Cohort	LEA	School	STUDENTS ACHIEVING AVG/STRENGTH BENCHMARK (stanine 5-9)								
			Grade 1			Grade 2			Grade 3		
			#	%	# Tested	#	%	# Tested	#	%	# Tested
JSER 2	Methuen	Timony	32	71.1%	45	37	75.5%	49	34	70.8%	48
JSER 2	New Bedford	Ottiwell	26	65.0%	40	33	84.6%	39	29	74.4%	39
JSER 2	North Adams	Greylock	15	65.2%	23	14	73.7%	19	18	90.0%	20
JSER 2	Pittsfield	Conte	40	76.9%	52	33	61.1%	54	46	78.0%	59
JSER 2	Quincy	Snug Harbor	33	86.8%	38	25	71.4%	35	25	75.8%	33
JSER 2	Revere	Paul Revere	25	64.1%	39	32	86.5%	37	22	73.3%	30
JSER 2	Salem	Horace Mann	22	88.0%	25	11	64.7%	17	12	52.2%	23
JSER 2	Springfield	Brightwood	21	32.3%	65	35	50.7%	69	20	35.1%	57
JSER 2	Springfield	DeBerry	33	57.9%	57	23	54.8%	42	15	39.5%	38
JSER 2	Taunton	Leddy	12	80.0%	15	18	72.0%	25	1	5.9%	17
JSER 2	Wareham	Hammond	31	59.6%	52	**	**	**	**	**	**
JSER 2	Wareham	Minot-Forest	14	77.8%	18	39	81.3%	48	44	74.6%	59
JSER 2	Westfield	Gibbs	^6	^^	9	7	70.0%	10	4	40.0%	10
JSER 2	Worcester	Canterbury Street	15	35.7%	42	14	42.4%	33	22	46.8%	47
JSER 2	Worcester	Chandler Magnet	11	31.4%	35	12	36.4%	33	14	45.2%	31
JSER 3	Dennis-Yarmouth	Station Avenue	28	70.0%	40	32	78.0%	41	26	56.5%	46
JSER 3	Greenfield	Four Corners	13	59.1%	22	18	90.0%	20	15	71.4%	21

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students

**Table E20: Racial/Ethnic Subgroups -- Spring 2007 GRADE results by school (Silber)**

Cohort	LEA	School	STUDENTS ACHIEVING AVG/STRENGTH BENCHMARK (stanine 5-9)											
			Grade 1											
			White			Asian/Pacific Islander			African American/Black			Hispanic or Latino		
			#	%	# Tested	#	%	# Tested	#	%	# Tested	#	%	# Tested
JSER 1	Adams-Cheshire	C.T. Plunkett	52	69.3%	75	^^	^^	0	^^	^^	3	^^	^^	3
JSER 1	Gardner	Sauter	66	91.7%	72	^^	^^	1	^^	^^	3	^^	^^	5
JSER 1	Gloucester	Fuller	40	67.8%	59	^^	^^	0	^^	^^	0	^^	^^	6
JSER 2	Boston	Bates	^^	^^	3	^^	^^	1	16	69.6%	23	9	64.3%	14
JSER 2	Boston	O'Donnell	10	76.9%	13	^^	^^	1	^^	^^	2	24	85.7%	28
JSER 2	Brockton	Huntington	12	66.7%	18	^^	^^	2	27	67.5%	40	5	50.0%	10

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students

Table E20 (continued): Racial/Ethnic Subgroups -- Spring 2007 GRADE results by school (Silber)

Cohort LEA School			STUDENTS ACHIEVING AVG/STRENGTH BENCHMARK (stanine 5-9)											
			Grade 1											
			White			Asian/Pacific Islander			African American/Black			Hispanic or Latino		
			#	%	# Tested	#	%	# Tested	#	%	# Tested	#	%	# Tested
JSER 2	Chelsea	Sokolowski	^^	^^	7	^^	^^	3	^^	^^	3	69	68.3%	101
JSER 2	Chicopee	Selser	36	85.7%	42	^^	^^	2	^^	^^	3	14	63.6%	22
JSER 2	Easthampton	Maple	18	62.1%	29	^^	^^	2	^^	^^	0	^^	^^	4
JSER 2	Fall River	North End	44	84.6%	52	^^	^^	7	^^	^^	7	12	66.7%	18
JSER 2	Fall River	Small	18	100.0%	18	^^	^^	4	^^	^^	3	^^	^^	9
JSER 2	Haverhill	Silver Hill	26	86.7%	30	^^	^^	0	^^	^^	0	7	53.8%	13
JSER 2	Holyoke	Morgan	^^	^^	0	^^	^^	0	^^	^^	7	30	46.2%	65
JSER 2	Lawrence	Guilmette	^^	^^	7	^^	^^	3	^^	^^	2	80	64.0%	125
JSER 2	Leominster	Northwest	97	89.0%	109	^^	^^	6	^^	^^	8	22	57.9%	38
JSER 2	Lowell	Morey	16	69.6%	23	32	76.2%	42	^^	^^	4	11	73.3%	15
JSER 2	Lowell	Varnum Arts	10	62.5%	16	7	70.0%	10	^^	^^	4	6	54.5%	11
JSER 2	Marlborough	Kane	68	84.0%	81	10	100.0%	10	^^	^^	6	19	61.3%	31
JSER 2	Methuen	Timony	87	91.6%	95	9	81.8%	11	^^	^^	4	24	66.7%	36
JSER 2	New Bedford	Ottiwell	22	68.8%	32	^^	^^	0	^^	^^	2	^^	^^	8
JSER 2	North Adams	Greylock	32	80.0%	40	^^	^^	0	^^	^^	1	^^	^^	1
JSER 2	Pittsfield	Conte	17	70.8%	24	^^	^^	0	17	85.0%	20	8	72.7%	11
JSER 2	Quincy	Snug Harbor	10	83.3%	12	15	93.8%	16	^^	^^	3	^^	^^	4
JSER 2	Revere	Paul Revere	26	63.4%	41	^^	^^	1	^^	^^	4	10	71.4%	14
JSER 2	Salem	Horace Mann	23	85.2%	27	^^	^^	0	^^	^^	4	^^	^^	9
JSER 2	Springfield	Brightwood	^^	^^	1	^^	^^	0	5	50.0%	10	16	29.1%	55
JSER 2	Springfield	DeBerry	^^	^^	4	^^	^^	0	10	47.6%	21	21	65.6%	32
JSER 2	Taunton	Leddy	22	84.6%	26	^^	^^	0	^^	^^	5	^^	^^	0
JSER 2	Wareham	Hammond	55	74.3%	74	^^	^^	1	3	30.0%	10	^^	^^	4
JSER 2	Wareham	Minot-Forest	26	86.7%	30	^^	^^	0	^^	^^	1	^^	^^	1
JSER 2	Westfield	Gibbs	16	72.7%	22	^^	^^	0	^^	^^	0	^^	^^	4
JSER 2	Worcester	Canterbury Street	4	28.6%	14	^^	^^	7	^^	^^	2	8	30.8%	26
JSER 2	Worcester	Chandler Magnet	^^	^^	8	^^	^^	2	^^	^^	1	12	34.3%	35
JSER 3	Dennis-Yarmouth	Station Avenue	64	86.5%	74	^^	^^	1	^^	^^	2	7	58.3%	12
JSER 3	Greenfield	Four Corners	20	69.0%	29	^^	^^	3	^^	^^	2	^^	^^	6

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students

**Table E20 (continued): Racial/Ethnic Subgroups -- Spring 2007 GRADE results by school (Silber)**

Cohort LEA School			STUDENTS ACHIEVING AVG/STRENGTH BENCHMARK (statnine 5-9)											
			Grade 2											
			White			Asian/Pacific Islander			African American/Black			Hispanic or Latino		
			#	%	# Tested	#	%	# Tested	#	%	# Tested	#	%	# Tested
JSER 1	Adams-Cheshire	C.T. Plunkett	52	73.2%	71	^^	^^	1	^^	^^	4	^^	^^	3
JSER 1	Gardner	Sauter	53	77.9%	68	^^	^^	5	^^	^^	5	^^	^^	6
JSER 1	Gloucester	Fuller	46	86.8%	53	^^	^^	0	^^	^^	2	^^	^^	8
JSER 2	Boston	Bates	^^	^^	3	^^	^^	1	22	78.6%	28	6	54.5%	11
JSER 2	Boston	O'Donnell	3	30.0%	10	^^	^^	3	^^	^^	2	14	51.9%	27
JSER 2	Brockton	Huntington	15	78.9%	19	^^	^^	0	22	51.2%	43	7	50.0%	14
JSER 2	Chelsea	Sokolowski	^^	^^	9	^^	^^	2	2	18.2%	11	47	67.1%	70
JSER 2	Chicopee	Selser	26	86.7%	30	^^	^^	3	^^	^^	3	18	78.3%	23
JSER 2	Easthampton	Maple	27	75.0%	36	^^	^^	2	^^	^^	0	^^	^^	2
JSER 2	Fall River	North End	34	64.2%	53	^^	^^	3	^^	^^	9	5	26.3%	19
JSER 2	Fall River	Small	8	47.1%	17	^^	^^	5	^^	^^	8	^^	^^	9
JSER 2	Haverhill	Silver Hill	21	80.8%	26	^^	^^	0	^^	^^	0	11	78.6%	14
JSER 2	Holyoke	Morgan	^^	^^	2	^^	^^	0	^^	^^	4	20	36.4%	55
JSER 2	Lawrence	Guilmette	^^	^^	6	^^	^^	1	^^	^^	0	51	50.0%	102
JSER 2	Leominster	Northwest	85	87.6%	97	^^	^^	7	9	69.2%	13	24	64.9%	37
JSER 2	Lowell	Morey	13	68.4%	19	27	75.0%	36	^^	^^	3	7	63.6%	11
JSER 2	Lowell	Varnum Arts	6	60.0%	10	^^	^^	8	^^	^^	5	8	72.7%	11
JSER 2	Marlborough	Kane	72	91.1%	79	^^	^^	4	^^	^^	9	22	62.9%	35
JSER 2	Methuen	Timony	102	91.9%	111	^^	^^	6	^^	^^	5	23	63.9%	36
JSER 2	New Bedford	Ottiwell	31	91.2%	34	^^	^^	0	^^	^^	7	^^	^^	9
JSER 2	North Adams	Greylock	34	82.9%	41	^^	^^	1	^^	^^	0	^^	^^	2
JSER 2	Pittsfield	Conte	25	67.6%	37	^^	^^	2	6	54.5%	11	^^	^^	6
JSER 2	Quincy	Snug Harbor	16	80.0%	20	6	54.5%	11	^^	^^	2	^^	^^	1
JSER 2	Revere	Paul Revere	36	94.7%	38	^^	^^	2	^^	^^	3	12	75.0%	16
JSER 2	Salem	Horace Mann	14	77.8%	18	^^	^^	0	^^	^^	3	10	76.9%	13
JSER 2	Springfield	Brightwood	^^	^^	0	^^	^^	0	^^	^^	8	31	50.8%	61
JSER 2	Springfield	DeBerry	^^	^^	1	^^	^^	0	5	41.7%	12	16	55.2%	29
JSER 2	Taunton	Leddy	24	80.0%	30	^^	^^	0	^^	^^	2	8	80.0%	10
JSER 2	Wareham	Hammond	**	**	**	**	**	**	**	**	**	**	**	**
JSER 2	Wareham	Minot-Forest	77	91.7%	84	^^	^^	2	^^	^^	9	^^	^^	4

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students

**Table E20 (continued): Racial/Ethnic Subgroups -- Spring 2007 GRADE results by school (Silber)**

Cohort LEA School			STUDENTS ACHIEVING AVG/STRENGTH BENCHMARK (statnine 5-9)											
			Grade 2											
			White			Asian/Pacific Islander			African American/Black			Hispanic or Latino		
			#	%	# Tested	#	%	# Tested	#	%	# Tested	#	%	# Tested
JSER 2	Westfield	Gibbs	14	60.9%	23	^^	^^	0	^^	^^	0	^^	^^	2
JSER 2	Worcester	Canterbury Street	1	10.0%	10	^^	^^	7	^^	^^	6	11	68.8%	16
JSER 2	Worcester	Chandler Magnet	^^	^^	7	^^	^^	1	^^	^^	1	7	25.0%	28
JSER 3	Dennis-Yarmouth	Station Avenue	74	87.1%	85	^^	^^	1	^^	^^	7	^^	^^	8
JSER 3	Greenfield	Four Corners	24	88.9%	27	^^	^^	1	^^	^^	4	^^	^^	5

Cohort LEA School			STUDENTS ACHIEVING AVG/STRENGTH BENCHMARK (statnine 5-9)											
			Grade 3											
			White			Asian/Pacific Islander			African American/Black			Hispanic or Latino		
			#	%	# Tested	#	%	# Tested	#	%	# Tested	#	%	# Tested
JSER 1	Adams-Cheshire	C.T. Plunkett	62	76.5%	81	^^	^^	0	^^	^^	6	^^	^^	2
JSER 1	Gardner	Sauter	58	84.1%	69	^^	^^	0	^^	^^	3	^^	^^	5
JSER 1	Gloucester	Fuller	37	66.1%	56	^^	^^	1	^^	^^	0	^^	^^	8
JSER 2	Boston	Bates	^^	^^	2	^^	^^	3	13	59.1%	22	7	41.2%	17
JSER 2	Boston	O'Donnell	^^	^^	7	^^	^^	3	^^	^^	3	13	61.9%	21
JSER 2	Brockton	Huntington	11	61.1%	18	^^	^^	4	19	45.2%	42	^^	^^	6
JSER 2	Chelsea	Sokolowski	^^	^^	7	^^	^^	2	^^	^^	2	52	54.7%	95
JSER 2	Chicopee	Selser	28	77.8%	36	^^	^^	1	^^	^^	2	16	61.5%	26
JSER 2	Easthampton	Maple	22	81.5%	27	^^	^^	3	^^	^^	0	^^	^^	5
JSER 2	Fall River	North End	27	61.4%	44	^^	^^	2	^^	^^	7	8	57.1%	14
JSER 2	Fall River	Small	9	60.0%	15	^^	^^	5	^^	^^	3	^^	^^	1
JSER 2	Haverhill	Silver Hill	35	87.5%	40	^^	^^	1	^^	^^	4	10	62.5%	16
JSER 2	Holyoke	Morgan	^^	^^	1	^^	^^	0	^^	^^	1	8	11.8%	68
JSER 2	Lawrence	Guilmette	^^	^^	7	^^	^^	3	^^	^^	1	41	39.0%	105
JSER 2	Leominster	Northwest	82	87.2%	94	^^	^^	5	^^	^^	7	22	73.3%	30
JSER 2	Lowell	Morey	14	66.7%	21	25	55.6%	45	^^	^^	3	^^	^^	9
JSER 2	Lowell	Varnum Arts	9	81.8%	11	^^	^^	7	^^	^^	5	9	81.8%	11

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students

**Table E20 (continued): Racial/Ethnic Subgroups -- Spring 2007 GRADE results by school (Silber)**

			STUDENTS ACHIEVING AVG/STRENGTH BENCHMARK (statnine 5-9)											
			Grade 3											
			White			Asian/Pacific Islander			African American/Black			Hispanic or Latino		
JSER 2	Marlborough	Kane	56	87.5%	64	^^	^^	6	^^	^^	2	22	61.1%	36
JSER 2	Methuen	Timony	87	85.3%	102	^^	^^	6	^^	^^	7	23	69.7%	33
JSER 2	New Bedford	Ottiwell	25	71.4%	35	^^	^^	2	^^	^^	7	^^	^^	4
JSER 2	North Adams	Greylock	33	94.3%	35	^^	^^	0	^^	^^	0	^^	^^	1
JSER 2	Pittsfield	Conte	26	96.3%	27	^^	^^	0	13	72.2%	18	6	46.2%	13
JSER 2	Quincy	Snug Harbor	13	81.3%	16	9	81.8%	11	^^	^^	5	^^	^^	1
JSER 2	Revere	Paul Revere	15	71.4%	21	^^	^^	2	^^	^^	3	14	77.8%	18
JSER 2	Salem	Horace Mann	23	79.3%	29	^^	^^	2	^^	^^	3	3	30.0%	10
JSER 2	Springfield	Brightwood	^^	^^	1	^^	^^	0	^^	^^	5	20	38.5%	52
JSER 2	Springfield	DeBerry	^^	^^	0	^^	^^	0	7	53.8%	13	8	32.0%	25
JSER 2	Taunton	Leddy	1	7.7%	13	^^	^^	0	^^	^^	3	^^	^^	6
JSER 2	Wareham	Hammond	**	**	**	**	**	**	**	**	**	**	**	**
JSER 2	Wareham	Minot-Forest	83	87.4%	95	^^	^^	0	6	60.0%	10	^^	^^	6
JSER 2	Westfield	Gibbs	10	62.5%	16	^^	^^	1	^^	^^	0	^^	^^	2
JSER 2	Worcester	Canterbury Street	7	53.8%	13	6	60.0%	10	5	50.0%	10	5	35.7%	14
JSER 2	Worcester	Chandler Magnet	11	84.6%	13	^^	^^	0	^^	^^	1	7	31.8%	22
JSER 3	Dennis-Yarmouth	Station Avenue	71	74.0%	96	^^	^^	4	^^	^^	3	^^	^^	5
JSER 3	Greenfield	Four Corners	19	76.0%	25	^^	^^	1	^^	^^	0	^^	^^	8

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students



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## Appendix F: School Level Results – DIBELS ORF

**Table F1: Spring 2007 DIBELS ORF results by school (Cohort 1)**

LEA	School	STUDENTS ACHIEVING LOW RISK BENCHMARK								
		Grade 1			Grade 2			Grade 3		
		#	%	# Tested	#	%	# Tested	#	%	# Tested
Athol-Royalston	Sanders Street	18	58.1%	31	17	51.5%	33	20	51.3%	39
Boston Renaissance Charter School		143	69.4%	206	68	48.9%	139	58	42.0%	138
Brockton	Downey	48	64.0%	75	42	53.2%	79	40	55.6%	72
Brockton	Davis	54	46.6%	116	64	54.2%	118	64	58.7%	109
Cambridge	Haggerty	33	64.7%	51	26	63.4%	41	28	82.4%	34
Chelsea	Kelly	74	76.3%	97	62	57.9%	107	59	49.6%	119
Chicopee	Bowe	43	75.4%	57	41	66.1%	62	39	66.1%	59
Chicopee	Stefanik	47	83.9%	56	50	67.6%	74	52	83.9%	62
Fall River	Healy	23	60.5%	38	24	66.7%	36	27	62.8%	43
Fall River	Doran	45	63.4%	71	37	48.7%	76	22	40.0%	55
Fall River	Laurel Lake	19	52.8%	36	22	64.7%	34	21	61.8%	34
Fall River	N.B. Borden	17	73.9%	23	10	47.6%	21	17	73.9%	23
Gill-Montague	Hillcrest	38	71.7%	53	18	47.4%	38	**	**	**
Gill-Montague	Sheffield	**	**	**	**	**	**	27	61.4%	44
Haverhill	Burnham	19	54.3%	35	19	63.3%	30	**	**	**
Haverhill	Pentucket Lake	36	67.9%	53	44	57.1%	77	59	56.7%	104
Haverhill	Walnut Square	35	87.5%	40	22	78.6%	28	**	**	**
Lawrence Family Development Charter School		45	76.3%	59	50	83.3%	60	49	84.5%	58
Lawrence	Arlington	77	70.6%	109	79	76.0%	104	52	54.2%	96
Lawrence	Frost	83	82.2%	101	57	68.7%	83	60	60.0%	100
Lawrence	Wetherbee	40	64.5%	62	44	63.8%	69	23	41.8%	55
Lowell Community Charter School		56	49.6%	113	44	51.8%	85	60	63.2%	95
Lowell	Murkland	46	52.3%	88	34	45.3%	75	11	14.7%	75
Lowell	Bailey	47	56.0%	84	55	67.1%	82	54	62.1%	87
Lowell	Greenhalge	58	72.5%	80	45	60.0%	75	39	48.8%	80

\*\* School does not include this grade-level



**Table F1 (continued): Spring 2007 DIBELS ORF results by school (Cohort 1)**

LEA	School	STUDENTS ACHIEVING LOW RISK BENCHMARK								
		Grade 1			Grade 2			Grade 3		
		#	%	# Tested	#	%	# Tested	#	%	# Tested
Malden	Ferryway	72	72.7%	99	67	72.0%	93	46	63.0%	73
Methuen	Tenney	135	80.4%	168	102	71.3%	143	90	62.1%	145
Neighborhood House Charter School		32	80.0%	40	22	56.4%	39	23	59.0%	39
North Adams	Brayton	35	68.6%	51	31	68.9%	45	23	48.9%	47
North Adams	Sullivan	17	60.7%	28	29	69.0%	42	26	55.3%	47
Pittsfield	Morningside	33	64.7%	51	29	44.6%	65	39	79.6%	49
Plymouth	South Elementary	96	72.7%	132	108	80.6%	134	90	65.2%	138
Plymouth	West Elementary	54	90.0%	60	53	88.3%	60	53	80.3%	66
Quincy	Lincoln-Hancock	42	56.8%	74	54	65.1%	83	50	73.5%	68
Revere	Garfield	79	74.5%	106	72	70.6%	102	62	70.5%	88
Robert M. Hughes Academy Charter School		18	85.7%	21	13	68.4%	19	13	59.1%	22
Salem	Bates	44	86.3%	51	29	65.9%	44	36	64.3%	56
Salem	Bentley	37	74.0%	50	23	62.2%	37	23	53.5%	43
Seven Hills Charter School		56	76.7%	73	48	62.3%	77	32	43.8%	73
Springfield	Boland	38	42.7%	89	36	48.6%	74	22	26.5%	83
Springfield	Gerena	35	32.7%	107	31	32.6%	95	23	26.7%	86
Springfield	Milton Bradley	29	38.2%	76	30	30.0%	100	24	27.9%	86
Springfield	White Street	36	46.8%	77	17	27.9%	61	21	38.9%	54
Taunton	Walker	27	84.4%	32	36	94.7%	38	28	75.7%	37
Ware	Koziol	74	70.5%	105	58	63.7%	91	45	43.7%	103
Webster	Middle School	**	**	**	**	**	**	65	50.4%	129
Webster	Park Avenue	104	73.8%	141	82	56.9%	144	**	**	**
Westfield	Franklin Avenue	31	77.5%	40	13	44.8%	29	20	64.5%	31
Westfield	Highland	26	44.8%	58	18	46.2%	39	22	44.0%	50
Westfield	Moseley	25	78.1%	32	24	82.8%	29	23	67.6%	34
Worcester	Woodland Academy	27	42.2%	64	18	35.3%	51	10	26.3%	38
Worcester	City View	38	59.4%	64	41	51.3%	80	33	42.9%	77
Worcester	Goddard	47	45.6%	103	22	30.6%	72	34	37.8%	90
Worcester	Lincoln Street	22	48.9%	45	12	44.4%	27	9	31.0%	29

\*\* School does not include this grade-level

**Table F2: Students with Disabilities -- Spring 2007 DIBELS ORF results by school (Cohort 1)**

LEA	School	STUDENTS ACHIEVING LOW RISK BENCHMARK								
		Grade 1			Grade 2			Grade 3		
		#	%	# Tested	#	%	# Tested	#	%	# Tested
Athol-Royalston	Sanders Street	^^	^^	6	5	41.7%	12	^^	^^	9
Boston Renaissance Charter School		2	11.8%	17	3	14.3%	21	2	8.7%	23
Brockton	Downey	6	40.0%	15	3	20.0%	15	2	12.5%	16
Brockton	Davis	^^	^^	6	8	47.1%	17	3	27.3%	11
Cambridge	Haggerty	4	33.3%	12	2	15.4%	13	8	61.5%	13
Chelsea	Kelly	^^	^^	7	4	26.7%	15	1	5.3%	19
Chicopee	Bowe	^^	^^	8	4	40.0%	10	^^	^^	9
Chicopee	Stefanik	^^	^^	5	^^	^^	7	^^	^^	8
Fall River	Healy	^^	^^	3	^^	^^	6	^^	^^	6
Fall River	Doran	^^	^^	7	^^	^^	5	1	10.0%	10
Fall River	Laurel Lake	^^	^^	1	^^	^^	2	^^	^^	5
Fall River	N.B. Borden	^^	^^	1	^^	^^	2	^^	^^	2
Gill-Montague	Hillcrest	5	50.0%	10	^^	^^	8	**	**	**
Gill-Montague	Sheffield	**	**	**	**	**	**	^^	^^	9
Haverhill	Burnham	^^	^^	3	^^	^^	5	**	**	**
Haverhill	Pentucket Lake	^^	^^	9	0	0.0%	13	1	10.0%	10
Haverhill	Walnut Square	^^	^^	2	^^	^^	1	**	**	**
Lawrence Family Development Charter School		^^	^^	3	^^	^^	7	^^	^^	7
Lawrence	Arlington	4	36.4%	11	8	61.5%	13	3	17.6%	17
Lawrence	Frost	6	50.0%	12	1	10.0%	10	2	15.4%	13
Lawrence	Wetherbee	^^	^^	4	2	20.0%	10	^^	^^	7
Lowell Community Charter School		^^	^^	5	3	25.0%	12	^^	^^	6
Lowell	Murkland	2	15.4%	13	1	7.1%	14	0	0.0%	18
Lowell	Bailey	^^	^^	7	^^	^^	9	2	16.7%	12
Lowell	Greenhalge	5	45.5%	11	3	17.6%	17	4	23.5%	17
Malden	Ferryway	^^	^^	9	^^	^^	8	^^	^^	7
Methuen	Tenney	10	62.5%	16	5	41.7%	12	5	31.3%	16
Neighborhood House Charter School		^^	^^	4	^^	^^	6	^^	^^	4
North Adams	Brayton	^^	^^	8	1	10.0%	10	^^	^^	7
North Adams	Sullivan	^^	^^	1	^^	^^	7	^^	^^	8

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students

**Table F2 (continued): Students with Disabilities -- Spring 2007 DIBELS ORF results by school (Cohort 1)**

LEA	School	STUDENTS ACHIEVING LOW RISK BENCHMARK								
		Grade 1			Grade 2			Grade 3		
		#	%	# Tested	#	%	# Tested	#	%	# Tested
Pittsfield	Morningside	^^	^^	7	4	40.0%	10	^^	^^	5
Plymouth	South Elementary	11	50.0%	22	9	47.4%	19	5	21.7%	23
Plymouth	West Elementary	8	72.7%	11	^^	^^	8	^^	^^	9
Quincy	Lincoln-Hancock	^^	^^	3	^^	^^	6	4	33.3%	12
Revere	Garfield	15	57.7%	26	13	54.2%	24	2	18.2%	11
Robert M. Hughes Academy Charter School		^^	^^	1			0	^^	^^	1
Salem	Bates	^^	^^	9	^^	^^	9	2	20.0%	10
Salem	Bentley	9	60.0%	15	4	40.0%	10	6	46.2%	13
Seven Hills Charter School		^^	^^	7	1	8.3%	12	^^	^^	9
Springfield	Boland	2	18.2%	11	4	36.4%	11	1	7.1%	14
Springfield	Gerena	1	7.7%	13	2	9.5%	21	0	0.0%	14
Springfield	Milton Bradley	3	23.1%	13	1	7.1%	14	3	13.6%	22
Springfield	White Street	^^	^^	9	^^	^^	4	^^	^^	4
Taunton	Walker	^^	^^	3	^^	^^	3	^^	^^	7
Ware	Koziol	15	48.4%	31	^^	^^	9	1	5.9%	17
Webster	Middle School	**	**	**	**	**	**	4	25.0%	16
Webster	Park Avenue	13	54.2%	24	8	38.1%	21	**	**	**
Westfield	Franklin Avenue	^^	^^	4	^^	^^	6	^^	^^	7
Westfield	Highland	^^	^^	6	^^	^^	5	^^	^^	4
Westfield	Moseley	^^	^^	3	^^	^^	3	3	30.0%	10
Worcester	Woodland Academy	^^	^^	8	^^	^^	3	^^	^^	7
Worcester	City View	^^	^^	7	^^	^^	9	2	18.2%	11
Worcester	Goddard	1	10.0%	10	^^	^^	8	1	6.3%	16
Worcester	Lincoln Street	^^	^^	4	^^	^^	1			0

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students

**Table F3: Students with Limited English Proficiency -- Spring 2007 DIBELS ORF results by school (Cohort 1)**

		STUDENTS ACHIEVING LOW RISK BENCHMARK								
LEA	School	Grade 1			Grade 2			Grade 3		
		#	%	# Tested	#	%	# Tested	#	%	# Tested
Athol-Royalston	Sanders Street			0	^^	^^	1			0
Boston Renaissance Charter School		^^	^^	2	4	26.7%	15	^^	^^	2
Brockton	Downey	10	71.4%	14	^^	^^	9	^^	^^	5
Brockton	Davis	10	28.6%	35	5	21.7%	23	9	37.5%	24
Cambridge	Haggerty	^^	^^	4			0			0
Chelsea	Kelly	18	69.2%	26	13	41.9%	31	17	37.8%	45
Chicopee	Bowe	8	66.7%	12	5	41.7%	12	^^	^^	9
Chicopee	Stefanik	^^	^^	8	7	53.8%	13	9	81.8%	11
Fall River	Healy	^^	^^	1	^^	^^	2			0
Fall River	Doran	19	65.5%	29	12	38.7%	31	1	7.7%	13
Fall River	Laurel Lake	^^	^^	1	^^	^^	2	^^	^^	4
Fall River	N.B. Borden	^^	^^	3	^^	^^	2			0
Gill-Montague	Hillcrest	^^	^^	1	^^	^^	1	**	**	**
Gill-Montague	Sheffield	**	**	**	**	**	**	^^	^^	2
Haverhill	Burnham	12	52.2%	23	10	50.0%	20	**	**	**
Haverhill	Pentucket Lake	^^	^^	1			0	^^	^^	2
Haverhill	Walnut Square			0			0	**	**	**
Lawrence Family Development Charter School		21	67.7%	31	9	64.3%	14	13	65.0%	20
Lawrence	Arlington	31	66.0%	47	19	57.6%	33	10	34.5%	29
Lawrence	Frost	25	73.5%	34	9	69.2%	13	5	31.3%	16
Lawrence	Wetherbee	14	53.8%	26	10	45.5%	22	3	21.4%	14
Lowell Community Charter School		23	36.5%	63	15	51.7%	29	11	55.0%	20
Lowell	Murkland	19	50.0%	38	14	41.2%	34	2	8.0%	25
Lowell	Bailey	^^	^^	5	^^	^^	4	5	38.5%	13
Lowell	Greenhalge	16	84.2%	19	^^	^^	8	6	40.0%	15
Malden	Ferryway	12	80.0%	15	^^	^^	6	^^	^^	5
Methuen	Tenney	10	66.7%	15	8	72.7%	11	8	57.1%	14
Neighborhood House Charter School				0			0			0
North Adams	Brayton			0			0			0
North Adams	Sullivan			0			0	^^	^^	1

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students

**Table F3 (continued): Students with Limited English Proficiency -- Spring 2007 DIBELS ORF results by school (Cohort 1)**

LEA	School	STUDENTS ACHIEVING LOW RISK BENCHMARK								
		Grade 1			Grade 2			Grade 3		
		#	%	# Tested	#	%	# Tested	#	%	# Tested
Pittsfield	Morningside	^^	^^	4	^^	^^	9	^^	^^	4
Plymouth	South Elementary			0			0			0
Plymouth	West Elementary			0	^^	^^	1			0
Quincy	Lincoln-Hancock	14	77.8%	18	7	70.0%	10	^^	^^	5
Revere	Garfield	28	71.8%	39	12	52.2%	23	^^	^^	6
Robert M. Hughes Academy Charter School		^^	^^	1			0			0
Salem	Bates			0	^^	^^	4			0
Salem	Bentley	6	54.5%	11	^^	^^	5	^^	^^	9
Seven Hills Charter School		^^	^^	5	^^	^^	6	^^	^^	7
Springfield	Boland	8	50.0%	16	9	52.9%	17	0	0.0%	23
Springfield	Gerena	10	28.6%	35	11	34.4%	32	4	14.3%	28
Springfield	Milton Bradley	1	6.7%	15	5	22.7%	22	3	21.4%	14
Springfield	White Street	6	50.0%	12	3	23.1%	13	5	35.7%	14
Taunton	Walker			0			0			0
Ware	Koziol	^^	^^	1	^^	^^	1	^^	^^	2
Webster	Middle School	**	**	**	**	**	**	^^	^^	8
Webster	Park Avenue	^^	^^	6	^^	^^	5	**	**	**
Westfield	Franklin Avenue	^^	^^	7	^^	^^	3	^^	^^	4
Westfield	Highland	3	15.8%	19	0	0.0%	14	2	11.8%	17
Westfield	Moseley			0			0	^^	^^	1
Worcester	Woodland Academy	23	42.6%	54	10	34.5%	29	7	28.0%	25
Worcester	City View	13	61.9%	21	9	45.0%	20	6	26.1%	23
Worcester	Goddard	28	44.4%	63	8	19.0%	42	11	23.9%	46
Worcester	Lincoln Street	9	69.2%	13	^^	^^	8	2	20.0%	10

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students

**Table F4: Economically Disadvantaged Students -- Spring 2007 DIBELS ORF results by school (Cohort 1)**

LEA	School	STUDENTS ACHIEVING LOW RISK BENCHMARK								
		Grade 1			Grade 2			Grade 3		
		#	%	# Tested	#	%	# Tested	#	%	# Tested
Athol-Royalston	Sanders Street	9	50.0%	18	8	38.1%	21	9	39.1%	23
Boston Renaissance Charter School		103	66.5%	155	51	47.7%	107	44	41.9%	105
Brockton	Downey	35	63.6%	55	29	49.2%	59	31	53.4%	58
Brockton	Davis	33	37.9%	87	44	50.6%	87	49	56.3%	87
Cambridge	Haggerty	5	35.7%	14	6	46.2%	13	^^	^^	9
Chelsea	Kelly	59	72.8%	81	46	52.3%	88	42	44.2%	95
Chicopee	Bowe	42	76.4%	55	38	70.4%	54	33	67.3%	49
Chicopee	Stefanik	39	81.3%	48	41	66.1%	62	49	84.5%	58
Fall River	Healy	18	54.5%	33	19	67.9%	28	25	62.5%	40
Fall River	Doran	39	62.9%	62	31	50.0%	62	19	40.4%	47
Fall River	Laurel Lake	16	51.6%	31	19	65.5%	29	18	58.1%	31
Fall River	N.B. Borden	13	72.2%	18	9	50.0%	18	14	70.0%	20
Gill-Montague	Hillcrest	17	65.4%	26	9	36.0%	25	**	**	**
Gill-Montague	Sheffield	**	**	**	**	**	**	17	63.0%	27
Haverhill	Burnham	16	51.6%	31	14	58.3%	24	**	**	**
Haverhill	Pentucket Lake	15	51.7%	29	15	46.9%	32	22	44.9%	49
Haverhill	Walnut Square	^^	^^	8	^^	^^	5	**	**	**
Lawrence Family Development Charter School		39	76.5%	51	44	83.0%	53	43	84.3%	51
Lawrence	Arlington	66	70.2%	94	73	76.8%	95	47	52.8%	89
Lawrence	Frost	54	81.8%	66	41	63.1%	65	35	53.0%	66
Lawrence	Wetherbee	32	62.7%	51	36	61.0%	59	18	37.5%	48
Lowell Community Charter School		35	41.2%	85	34	53.1%	64	44	58.7%	75
Lowell	Murkland	41	53.9%	76	32	45.7%	70	10	14.3%	70
Lowell	Bailey	23	60.5%	38	27	56.3%	48	34	58.6%	58
Lowell	Greenhalge	46	73.0%	63	38	61.3%	62	33	50.8%	65
Malden	Ferryway	40	75.5%	53	46	75.4%	61	24	54.5%	44
Methuen	Tenney	38	69.1%	55	33	64.7%	51	33	51.6%	64
Neighborhood House Charter School		22	75.9%	29	9	42.9%	21	17	56.7%	30
North Adams	Brayton	21	60.0%	35	17	60.7%	28	14	43.8%	32
North Adams	Sullivan	7	53.8%	13	16	69.6%	23	12	46.2%	26

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students

**Table F4 (continued): Economically Disadvantaged Students -- Spring 2007 DIBELS ORF results by school (Cohort 1)**

		STUDENTS ACHIEVING LOW RISK BENCHMARK								
		Grade 1			Grade 2			Grade 3		
Pittsfield	Morningside	22	59.5%	37	21	42.9%	49	32	78.0%	41
Plymouth	South Elementary	19	57.6%	33	15	71.4%	21	14	63.6%	22
Plymouth	West Elementary	^^	^^	9	7	70.0%	10	^^	^^	6
Quincy	Lincoln-Hancock	14	38.9%	36	20	58.8%	34	16	61.5%	26
Revere	Garfield	66	74.2%	89	62	67.4%	92	51	68.9%	74
Robert M. Hughes Academy Charter School		13	86.7%	15	9	64.3%	14	11	55.0%	20
Salem	Bates	20	76.9%	26	9	42.9%	21	9	45.0%	20
Salem	Bentley	15	62.5%	24	10	45.5%	22	17	60.7%	28
Seven Hills Charter School		42	71.2%	59	40	62.5%	64	25	43.1%	58
Springfield	Boland	37	42.5%	87	31	47.0%	66	21	25.9%	81
Springfield	Gerena	33	33.0%	100	27	30.3%	89	21	26.3%	80
Springfield	Milton Bradley	29	38.2%	76	28	29.5%	95	22	27.5%	80
Springfield	White Street	32	45.7%	70	17	28.3%	60	18	36.0%	50
Taunton	Walker	12	75.0%	16	24	100.0%	24	12	66.7%	18
Ware	Koziol	29	54.7%	53	24	50.0%	48	20	37.0%	54
Webster	Middle School	**	**	**	**	**	**	26	41.9%	62
Webster	Park Avenue	44	69.8%	63	37	52.9%	70	**	**	**
Westfield	Franklin Avenue	22	75.9%	29	11	44.0%	25	17	65.4%	26
Westfield	Highland	11	32.4%	34	8	33.3%	24	8	30.8%	26
Westfield	Moseley	15	71.4%	21	14	82.4%	17	13	61.9%	21
Worcester	Woodland Academy	23	41.8%	55	16	37.2%	43	9	28.1%	32
Worcester	City View	29	52.7%	55	37	50.0%	74	26	37.7%	69
Worcester	Goddard	45	46.4%	97	18	26.9%	67	31	36.0%	86
Worcester	Lincoln Street	16	44.4%	36	12	46.2%	26	8	29.6%	27

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students

**Table F5: Racial/Ethnic Subgroups-- Spring 2007 DIBELS ORF results by school (Cohort 1)**

LEA		School		STUDENTS ACHIEVING LOW RISK BENCHMARK										
				Grade 1										
				White			Asian/Pacific Islander			African American/Black			Hispanic or Latino	
#	%	# Tested	#	%	# Tested	#	%	# Tested	#	%	# Tested			
Athol-Royalston	Sanders Street	16	57.1%	28			0			0	^^	^^	3	
Boston Renaissance Charter School		^^	^^	1	^^	^^	3	104	72.7%	143	32	60.4%	53	
Brockton	Downey	20	69.0%	29	^^	^^	1	22	62.9%	35	^^	^^	7	
Brockton	Davis	19	50.0%	38	^^	^^	3	24	49.0%	49	3	17.6%	17	
Cambridge	Haggerty	20	83.3%	24	^^	^^	9	4	28.6%	14	^^	^^	2	
Chelsea	Kelly	^^	^^	4	^^	^^	2	^^	^^	2	68	76.4%	89	
Chicopee	Bowe	15	88.2%	17			0	^^	^^	3	25	69.4%	36	
Chicopee	Stefanik	12	92.3%	13	^^	^^	1	^^	^^	1	32	80.0%	40	
Fall River	Healy	16	59.3%	27	^^	^^	1	^^	^^	1	^^	^^	6	
Fall River	Doran	24	70.6%	34	^^	^^	4	^^	^^	4	14	51.9%	27	
Fall River	Laurel Lake	8	57.1%	14	^^	^^	2	^^	^^	5	6	54.5%	11	
Fall River	N.B. Borden	^^	^^	8			0	^^	^^	3	^^	^^	9	
Gill-Montague	Hillcrest	33	73.3%	45			0	^^	^^	2	^^	^^	4	
Gill-Montague	Sheffield	**	**	**	**	**	**	**	**	**	**	**	**	
Haverhill	Burnham	^^	^^	6			0	^^	^^	2	13	50.0%	26	
Haverhill	Pentucket Lake	26	74.3%	35	^^	^^	1	^^	^^	5	6	50.0%	12	
Haverhill	Walnut Square	30	88.2%	34	^^	^^	1			0	^^	^^	5	
Lawrence Family Development Charter Sch				0			0			0	45	76.3%	59	
Lawrence	Arlington	^^	^^	4			0	^^	^^	1	72	69.9%	103	
Lawrence	Frost	21	95.5%	22	^^	^^	7	^^	^^	3	54	80.6%	67	
Lawrence	Wetherbee	^^	^^	3	^^	^^	6	^^	^^	4	29	60.4%	48	
Lowell Community Charter School		14	63.6%	22	18	56.3%	32	^^	^^	5	14	31.1%	45	
Lowell	Murkland	6	46.2%	13	27	52.9%	51	^^	^^	4	10	58.8%	17	
Lowell	Bailey	28	60.9%	46	11	50.0%	22	^^	^^	5	5	50.0%	10	
Lowell	Greenhalge	25	78.1%	32	16	88.9%	18	^^	^^	7	12	54.5%	22	
Malden	Ferryway	22	71.0%	31	23	92.0%	25	5	41.7%	12	19	73.1%	26	
Methuen	Tenney	110	84.0%	131	^^	^^	2	^^	^^	4	20	64.5%	31	
Neighborhood House Charter School		^^	^^	9			0	18	78.3%	23	^^	^^	5	
North Adams	Brayton	28	68.3%	41			0	^^	^^	2	^^	^^	4	

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students



**Table F5 (continued): Racial/Ethnic Subgroups-- Spring 2007 DIBELS ORF results by school (Cohort 1)**

		STUDENTS ACHIEVING LOW RISK BENCHMARK											
		Grade 1											
		White			Asian/Pacific Islander			African American/Black			Hispanic or Latino		
North Adams	Sullivan	16	66.7%	24	^^	^^	1	^^	^^	1	^^	^^	1
Pittsfield	Morningside	24	64.9%	37			0	^^	^^	5	^^	^^	6
Plymouth	South Elementary	89	73.0%	122	^^	^^	1	^^	^^	3	^^	^^	3
Plymouth	West Elementary	52	89.7%	58	^^	^^	1	^^	^^	1			0
Quincy	Lincoln-Hancock	22	55.0%	40	11	73.3%	15	^^	^^	6	5	50.0%	10
Revere	Garfield	18	72.0%	25	14	93.3%	15	^^	^^	3	29	64.4%	45
Robert M. Hughes Academy Charter School		^^	^^	2			0	11	91.7%	12	^^	^^	6
Salem	Bates	29	96.7%	30	^^	^^	2	^^	^^	5	9	69.2%	13
Salem	Bentley	24	82.8%	29	^^	^^	2	^^	^^	3	10	66.7%	15
Seven Hills Charter School		^^	^^	7	^^	^^	1	19	79.2%	24	26	72.2%	36
Springfield	Boland	^^	^^	9	^^	^^	1	^^	^^	6	17	31.5%	54
Springfield	Gerena	^^	^^	8	^^	^^	1	5	35.7%	14	23	28.4%	81
Springfield	Milton Bradley	^^	^^	4			0	7	43.8%	16	17	33.3%	51
Springfield	White Street	^^	^^	9	^^	^^	4	8	44.4%	18	12	41.4%	29
Taunton	Walker	14	82.4%	17			0	^^	^^	3	9	81.8%	11
Ware	Koziol	70	70.7%	99	^^	^^	1	^^	^^	1	^^	^^	3
Webster	Middle School	**	**	**	**	**	**	**	**	**	**	**	**
Webster	Park Avenue	85	71.4%	119			0	^^	^^	5	12	85.7%	14
Westfield	Franklin Avenue	19	86.4%	22	^^	^^	1			0	8	57.1%	14
Westfield	Highland	24	44.4%	54			0	^^	^^	1	^^	^^	3
Westfield	Moseley	24	82.8%	29			0	^^	^^	1	^^	^^	2
Worcester	Woodland Academy	^^	^^	9	^^	^^	4	^^	^^	1	21	43.8%	48
Worcester	City View	15	78.9%	19	^^	^^	2	^^	^^	9	13	46.4%	28
Worcester	Goddard	10	62.5%	16	^^	^^	7	^^	^^	2	29	40.8%	71
Worcester	Lincoln Street	4	33.3%	12	^^	^^	1	^^	^^	7	9	52.9%	17

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students

**Table F5 (continued): Racial/Ethnic Subgroups-- Spring 2007 DIBELS ORF results by school (Cohort 1)**

LEA		School		STUDENTS ACHIEVING LOW RISK BENCHMARK										
				Grade 2										
				White			Asian/Pacific Islander			African American/Black			Hispanic or Latino	
#	%	# Tested	#	%	# Tested	#	%	# Tested	#	%	# Tested			
Athol-Royalston	Sanders Street	17	60.7%	28			0	^^	^^	1	^^	^^	3	
Boston Renaissance Charter School		^^	^^	1	^^	^^	2	50	50.0%	100	14	43.8%	32	
Brockton	Downey	13	54.2%	24	^^	^^	3	20	52.6%	38	4	40.0%	10	
Brockton	Davis	17	51.5%	33	^^	^^	1	29	48.3%	60	14	77.8%	18	
Cambridge	Haggerty	18	78.3%	23	^^	^^	2	4	40.0%	10	^^	^^	5	
Chelsea	Kelly	^^	^^	3			0	^^	^^	5	58	58.6%	99	
Chicopee	Bowe	16	80.0%	20	^^	^^	3	^^	^^	3	17	54.8%	31	
Chicopee	Stefanik	19	82.6%	23			0	^^	^^	3	29	60.4%	48	
Fall River	Healy	15	65.2%	23			0	^^	^^	3	^^	^^	7	
Fall River	Doran	27	64.3%	42	^^	^^	1	^^	^^	4	8	29.6%	27	
Fall River	Laurel Lake	10	62.5%	16	^^	^^	3	^^	^^	6	^^	^^	8	
Fall River	N.B. Borden	7	70.0%	10			0	^^	^^	4	^^	^^	7	
Gill-Montague	Hillcrest	16	53.3%	30			0	^^	^^	1	^^	^^	5	
Gill-Montague	Sheffield	**	**	**	**	**	**	**	**	**	**	**	**	
Haverhill	Burnham	^^	^^	6	^^	^^	1	^^	^^	2	12	57.1%	21	
Haverhill	Pentucket Lake	33	62.3%	53			0	^^	^^	2	10	50.0%	20	
Haverhill	Walnut Square	17	81.0%	21	^^	^^	2			0	^^	^^	5	
Lawrence Family Development Charter Sch				0			0	^^	^^	1	49	83.1%	59	
Lawrence	Arlington	^^	^^	3			0	^^	^^	2	75	76.5%	98	
Lawrence	Frost	6	60.0%	10	^^	^^	5	^^	^^	1	46	69.7%	66	
Lawrence	Wetherbee	^^	^^	4	^^	^^	4	^^	^^	2	37	62.7%	59	
Lowell Community Charter School		7	58.3%	12	17	65.4%	26	^^	^^	5	16	42.1%	38	
Lowell	Murkland	2	20.0%	10	25	56.8%	44	^^	^^	2	6	31.6%	19	
Lowell	Bailey	28	68.3%	41	18	75.0%	24	^^	^^	4	6	50.0%	12	
Lowell	Greenhalge	26	66.7%	39	^^	^^	6	^^	^^	6	9	39.1%	23	
Malden	Ferryway	26	78.8%	33	9	69.2%	13	11	57.9%	19	19	79.2%	24	
Methuen	Tenney	80	76.9%	104	^^	^^	3	^^	^^	6	14	51.9%	27	
Neighborhood House Charter School		9	64.3%	14	^^	^^	1	8	44.4%	18	^^	^^	4	
North Adams	Brayton	27	67.5%	40			0			0	^^	^^	3	

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students

**Table F5 (continued): Racial/Ethnic Subgroups-- Spring 2007 DIBELS ORF results by school (Cohort 1)**

		STUDENTS ACHIEVING LOW RISK BENCHMARK											
		Grade 2											
		White			Asian/Pacific Islander			African American/Black			Hispanic or Latino		
North Adams	Sullivan	24	68.6%	35	^^	^^	1	^^	^^	2	^^	^^	3
Pittsfield	Morningside	21	52.5%	40	^^	^^	1	^^	^^	4	6	37.5%	16
Plymouth	South Elementary	102	81.0%	126	^^	^^	3	^^	^^	2			0
Plymouth	West Elementary	50	87.7%	57	^^	^^	3			0			0
Quincy	Lincoln-Hancock	32	68.1%	47	9	64.3%	14	^^	^^	8	8	80.0%	10
Revere	Garfield	10	66.7%	15	12	75.0%	16	^^	^^	6	39	69.6%	56
Robert M. Hughes Academy Charter School		^^	^^	2			0	7	58.3%	12	^^	^^	5
Salem	Bates	20	80.0%	25	^^	^^	1	^^	^^	2	7	46.7%	15
Salem	Bentley	14	73.7%	19	^^	^^	1	^^	^^	1	7	46.7%	15
Seven Hills Charter School		7	70.0%	10	^^	^^	1	15	62.5%	24	19	55.9%	34
Springfield	Boland	^^	^^	1	^^	^^	2	4	36.4%	11	30	50.8%	59
Springfield	Gerena	^^	^^	2	^^	^^	1	4	26.7%	15	25	32.5%	77
Springfield	Milton Bradley	^^	^^	6			0	4	22.2%	18	23	31.5%	73
Springfield	White Street	^^	^^	5	^^	^^	6	5	38.5%	13	8	22.9%	35
Taunton	Walker	20	90.9%	22			0	^^	^^	5	11	100.0%	11
Ware	Koziol	54	66.7%	81	^^	^^	1	^^	^^	1	^^	^^	7
Webster	Middle School	**	**	**	**	**	**	**	**	**	**	**	**
Webster	Park Avenue	64	59.8%	107	^^	^^	1	^^	^^	8	9	39.1%	23
Westfield	Franklin Avenue	8	50.0%	16			0			0	5	41.7%	12
Westfield	Highland	16	47.1%	34			0			0	^^	^^	5
Westfield	Moseley	22	88.0%	25			0	^^	^^	1	^^	^^	2
Worcester	Woodland Academy	^^	^^	8	5	45.5%	11	^^	^^	3	11	40.7%	27
Worcester	City View	12	57.1%	21	^^	^^	2	11	68.8%	16	16	41.0%	39
Worcester	Goddard	6	35.3%	17	^^	^^	4	^^	^^	1	12	24.0%	50
Worcester	Lincoln Street	^^	^^	7	^^	^^	2	^^	^^	5	5	41.7%	12

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students

**Table F5 (continued): Racial/Ethnic Subgroups-- Spring 2007 DIBELS ORF results by school (Cohort 1)**

LEA School		STUDENTS ACHIEVING LOW RISK BENCHMARK											
		Grade 3											
		White			Asian/Pacific Islander			African American/Black			Hispanic or Latino		
		#	%	# Tested	#	%	# Tested	#	%	# Tested	#	%	# Tested
Athol-Royalston	Sanders Street	17	53.1%	32			0	^^	^^	4	^^	^^	2
Boston Renaissance Charter School				0	^^	^^	1	44	39.6%	111	11	55.0%	20
Brockton	Downey	17	70.8%	24	^^	^^	3	14	41.2%	34	^^	^^	9
Brockton	Davis	15	55.6%	27			0	37	58.7%	63	10	76.9%	13
Cambridge	Haggerty	12	80.0%	15	^^	^^	9	^^	^^	7	^^	^^	3
Chelsea	Kelly	^^	^^	7			0	^^	^^	7	53	51.5%	103
Chicopee	Bowe	19	67.9%	28			0	^^	^^	1	19	65.5%	29
Chicopee	Stefanik	10	76.9%	13			0	^^	^^	1	41	85.4%	48
Fall River	Healy	21	70.0%	30	^^	^^	1	^^	^^	4	^^	^^	7
Fall River	Doran	15	46.9%	32			0	^^	^^	5	3	17.6%	17
Fall River	Laurel Lake	12	70.6%	17	^^	^^	4	^^	^^	5	^^	^^	8
Fall River	N.B. Borden	9	69.2%	13			0	^^	^^	6	^^	^^	2
Gill-Montague	Hillcrest	**	**	**	**	**	**	**	**	**	**	**	**
Gill-Montague	Sheffield	25	65.8%	38			0			0	^^	^^	5
Haverhill	Burnham	**	**	**	**	**	**	**	**	**	**	**	**
Haverhill	Pentucket Lake	48	66.7%	72			0	^^	^^	4	8	28.6%	28
Haverhill	Walnut Square	**	**	**	**	**	**	**	**	**	**	**	**
Lawrence Family Development Charter Sch				0			0	^^	^^	1	48	84.2%	57
Lawrence	Arlington	^^	^^	5			0	^^	^^	3	49	55.7%	88
Lawrence	Frost	14	66.7%	21	^^	^^	7	^^	^^	1	41	58.6%	70
Lawrence	Wetherbee	^^	^^	5	^^	^^	5	^^	^^	2	16	38.1%	42
Lowell Community Charter School		8	80.0%	10	17	63.0%	27	^^	^^	9	25	55.6%	45
Lowell	Murkland	1	8.3%	12	5	14.3%	35	^^	^^	4	4	16.7%	24
Lowell	Bailey	27	77.1%	35	21	58.3%	36	^^	^^	6	^^	^^	9
Lowell	Greenhalge	20	52.6%	38	6	42.9%	14	^^	^^	9	7	38.9%	18
Malden	Ferryway	15	78.9%	19	16	76.2%	21	3	21.4%	14	8	57.1%	14
Methuen	Tenney	66	66.7%	99	^^	^^	2	^^	^^	7	20	58.8%	34
Neighborhood House Charter School		9	75.0%	12			0	10	47.6%	21	^^	^^	6
North Adams	Brayton	20	57.1%	35			0	^^	^^	2	^^	^^	3

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students

**Table F5 (continued): Racial/Ethnic Subgroups-- Spring 2007 DIBELS ORF results by school (Cohort 1)**

LEA School		STUDENTS ACHIEVING LOW RISK BENCHMARK											
		Grade 3											
		White			Asian/Pacific Islander			African American/Black			Hispanic or Latino		
		#	%	# Tested	#	%	# Tested	#	%	# Tested	#	%	# Tested
North Adams	Sullivan	23	60.5%	38			0	^^	^^	4	^^	^^	3
Pittsfield	Morningside	28	82.4%	34			0	^^	^^	6	^^	^^	6
Plymouth	South Elementary	85	65.9%	129	^^	^^	2	^^	^^	3	^^	^^	1
Plymouth	West Elementary	52	81.3%	64			0	^^	^^	2			0
Quincy	Lincoln-Hancock	34	75.6%	45	9	75.0%	12	^^	^^	3	^^	^^	6
Revere	Garfield	13	65.0%	20	14	87.5%	16	^^	^^	4	24	63.2%	38
Robert M. Hughes Academy Charter Sch		^^	^^	1			0	11	84.6%	13	^^	^^	7
Salem	Bates	27	71.1%	38	^^	^^	1	^^	^^	3	6	50.0%	12
Salem	Bentley	12	66.7%	18			0	^^	^^	1	10	43.5%	23
Seven Hills Charter School		^^	^^	7			0	15	60.0%	25	13	35.1%	37
Springfield	Boland	3	30.0%	10			0	2	20.0%	10	16	26.7%	60
Springfield	Gerena	^^	^^	3	^^	^^	1	^^	^^	9	20	28.2%	71
Springfield	Milton Bradley	^^	^^	3			0	10	40.0%	25	12	22.2%	54
Springfield	White Street	^^	^^	6	^^	^^	3	8	57.1%	14	11	37.9%	29
Taunton	Walker	19	79.2%	24			0	^^	^^	9	^^	^^	3
Ware	Koziol	38	42.2%	90	^^	^^	1	^^	^^	4	^^	^^	7
Webster	Sitkowski	55	51.9%	106			0	^^	^^	6	4	30.8%	13
Webster	Park Avenue	**	**	**	**	**	**	**	**	**	**	**	**
Westfield	Franklin Avenue	16	88.9%	18			0			0	4	30.8%	13
Westfield	Highland	20	46.5%	43	^^	^^	2	^^	^^	1	^^	^^	4
Westfield	Moseley	19	65.5%	29			0	^^	^^	1	^^	^^	4
Worcester	Woodland Academy	^^	^^	7	^^	^^	1	^^	^^	3	6	25.0%	24
Worcester	City View	12	60.0%	20	^^	^^	5	^^	^^	9	14	35.0%	40
Worcester	Goddard	8	53.3%	15	^^	^^	8	^^	^^	3	18	31.6%	57
Worcester	Lincoln Street	^^	^^	5			0	^^	^^	6	4	26.7%	15

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students

**Table F6: Spring 2007 DIBELS ORF results by school (Cohort 2)**

LEA	School	STUDENTS ACHIEVING LOW RISK BENCHMARK								
		Grade 1			Grade 2			Grade 3		
		#	%	# Tested	#	%	# Tested	#	%	# Tested
Boston	Agassiz	66	71.7%	92	45	55.6%	81	61	54.0%	113
Boston	Condon	60	72.3%	83	60	61.9%	97	34	35.8%	95
Boston	Dever	39	47.0%	83	40	50.0%	80	39	48.8%	80
Boston	Eliot	11	52.4%	21	15	53.6%	28	15	57.7%	26
Boston	Harvard Kent	64	80.0%	80	57	74.0%	77	37	59.7%	62
Boston	Mendell	9	42.9%	21	15	36.6%	41	13	50.0%	26
Boston	Orchard Gardens	22	34.4%	64	35	54.7%	64	29	41.4%	70
Boston	Otis	29	65.9%	44	30	69.8%	43	28	62.2%	45
Boston	Perkins	21	63.6%	33	17	50.0%	34	20	52.6%	38
Boston	Stone	12	63.2%	19	10	38.5%	26	13	48.1%	27
Boston	Tobin	32	53.3%	60	16	33.3%	48	15	30.0%	50
Boston	Trotter	28	37.3%	75	34	41.0%	83	22	34.9%	63
Chelsea	Berkowitz	88	74.6%	118	73	65.8%	111	52	56.5%	92
Haverhill	Golden Hill	27	64.3%	42	41	68.3%	60	69	54.8%	126
Holyoke	Kelly	9	22.5%	40	15	27.8%	54	8	14.5%	55
Holyoke	Lawrence	10	15.2%	66	18	21.7%	83	20	24.7%	81
Holyoke	White	17	40.5%	42	11	26.8%	41	12	24.0%	50
Lawrence	Parthum	98	62.4%	157	95	66.4%	143	71	45.5%	156
Leominster	Fall Brook	99	63.9%	155	93	73.8%	126	91	68.9%	132
Lynn	Harrington	37	32.2%	115	44	57.1%	77	29	31.5%	92
Lynn	Ingalls	33	38.8%	85	35	44.3%	79	36	39.1%	92
New Bedford	Carney	46	70.8%	65	53	67.9%	78	50	56.2%	89
New Bedford	Hayden-McFadden	53	58.9%	90	29	36.3%	80	23	25.0%	92
Somerville	East Somerville	59	67.8%	87	35	50.0%	70	36	51.4%	70
Springfield	Homer Street	30	54.5%	55	23	42.6%	54	17	31.5%	54

**Table F7: Students with Disabilities -- Spring 2007 DIBELS ORF results by school (Cohort 2)**

LEA	School	STUDENTS ACHIEVING LOW RISK BENCHMARK								
		Grade 1			Grade 2			Grade 3		
		#	%	# Tested	#	%	# Tested	#	%	# Tested
Boston	Agassiz	5	50.0%	10	3	25.0%	12	4	14.8%	27
Boston	Condon	11	64.7%	17	6	37.5%	16	5	21.7%	23
Boston	Dever	8	47.1%	17	3	18.8%	16	2	10.5%	19
Boston	Eliot	^^	^^	5	3	27.3%	11	3	30.0%	10
Boston	Harvard Kent	^^	^^	9	4	28.6%	14	^^	^^	9
Boston	Mendell			0	^^	^^	9	3	30.0%	10
Boston	Orchard Gardens	4	40.0%	10	^^	^^	8	2	11.8%	17
Boston	Otis	^^	^^	3	^^	^^	7	^^	^^	8
Boston	Perkins	^^	^^	3	^^	^^	5	2	16.7%	12
Boston	Stone	^^	^^	2	^^	^^	8	^^	^^	8
Boston	Tobin	^^	^^	8	^^	^^	8	0	0.0%	12
Boston	Trotter	4	23.5%	17	^^	^^	9	^^	^^	8
Chelsea	Berkowitz	6	60.0%	10	2	15.4%	13	^^	^^	8
Haverhill	Golden Hill	^^	^^	2	^^	^^	6	2	13.3%	15
Holyoke	Kelly	^^	^^	7	4	21.1%	19	1	4.8%	21
Holyoke	Lawrence	^^	^^	8	3	15.0%	20	3	15.8%	19
Holyoke	White	3	20.0%	15	^^	^^	8	2	16.7%	12
Lawrence	Parthum	4	23.5%	17	3	23.1%	13	3	10.7%	28
Leominster	Fall Brook	10	43.5%	23	12	46.2%	26	9	33.3%	27
Lynn	Harrington	^^	^^	7	2	20.0%	10	1	5.9%	17
Lynn	Ingalls	^^	^^	4	^^	^^	8	2	13.3%	15
New Bedford	Carney	8	57.1%	14	^^	^^	8	4	33.3%	12
New Bedford	Hayden-McFadden	4	21.1%	19	1	6.3%	16	6	24.0%	25
Somerville	East Somerville	8	47.1%	17	5	31.3%	16	4	30.8%	13
Springfield	Homer Street	^^	^^	4	^^	^^	7	3	30.0%	10

^^ Data not included for subgroups with fewer than 10 students

**Table F8: Students with Limited English Proficiency -- Spring 2007 DIBELS ORF results by school (Cohort 2)**

LEA	School	STUDENTS ACHIEVING LOW RISK BENCHMARK								
		Grade 1			Grade 2			Grade 3		
		#	%	# Tested	#	%	# Tested	#	%	# Tested
Boston	Agassiz	25	64.1%	39	10	37.0%	27	19	40.4%	47
Boston	Condon	5	50.0%	10	9	42.9%	21	7	23.3%	30
Boston	Dever	13	61.9%	21	10	43.5%	23	8	32.0%	25
Boston	Eliot	^^	^^	1	^^	^^	5	^^	^^	4
Boston	Harvard Kent	20	74.1%	27	27	73.0%	37	18	56.3%	32
Boston	Mendell	^^	^^	2	^^	^^	3	^^	^^	4
Boston	Orchard Gardens	6	24.0%	25	8	38.1%	21	10	47.6%	21
Boston	Otis	10	52.6%	19	14	60.9%	23	14	60.9%	23
Boston	Perkins	^^	^^	4	^^	^^	2	^^	^^	7
Boston	Stone	^^	^^	1			0	^^	^^	2
Boston	Tobin	14	58.3%	24	4	26.7%	15	4	16.7%	24
Boston	Trotter	^^	^^	1	^^	^^	1	^^	^^	3
Chelsea	Berkowitz	12	70.6%	17	16	42.1%	38	7	43.8%	16
Haverhill	Golden Hill	^^	^^	1			0	4	22.2%	18
Holyoke	Kelly	6	33.3%	18	0	0.0%	17	2	7.7%	26
Holyoke	Lawrence	0	0.0%	27	6	15.4%	39	2	6.9%	29
Holyoke	White	^^	^^	7	3	20.0%	15	1	7.7%	13
Lawrence	Parthum	24	42.1%	57	29	59.2%	49	15	27.8%	54
Leominster	Fall Brook	26	53.1%	49	6	26.1%	23	15	55.6%	27
Lynn	Harrington	15	21.1%	71	30	58.8%	51	17	27.9%	61
Lynn	Ingalls	10	24.4%	41	21	43.8%	48	21	39.6%	53
New Bedford	Carney			0			0			0
New Bedford	Hayden-McFadden	4	30.8%	13	^^	^^	2	^^	^^	2
Somerville	East Somerville	20	60.6%	33	11	40.7%	27	14	51.9%	27
Springfield	Homer Street	^^	^^	1	^^	^^	7	3	25.0%	12

^^ Data not included for subgroups with fewer than 10 students



**Table F9: Economically Disadvantaged Students -- Spring 2007 DIBELS ORF results by school (Cohort 2)**

LEA	School	STUDENTS ACHIEVING LOW RISK BENCHMARK								
		Grade 1			Grade 2			Grade 3		
		#	%	# Tested	#	%	# Tested	#	%	# Tested
Boston	Agassiz	63	71.6%	88	41	53.9%	76	57	53.3%	107
Boston	Condon	54	70.1%	77	50	60.2%	83	26	34.2%	76
Boston	Dever	34	44.7%	76	40	50.6%	79	37	48.7%	76
Boston	Eliot	3	27.3%	11	8	50.0%	16	10	55.6%	18
Boston	Harvard Kent	59	79.7%	74	57	74.0%	77	37	59.7%	62
Boston	Mendell	7	36.8%	19	13	35.1%	37	11	50.0%	22
Boston	Orchard Gardens	19	34.5%	55	31	54.4%	57	25	39.7%	63
Boston	Otis	29	67.4%	43	29	70.7%	41	28	62.2%	45
Boston	Perkins	18	60.0%	30	14	45.2%	31	19	55.9%	34
Boston	Stone	11	61.1%	18	10	41.7%	24	12	52.2%	23
Boston	Tobin	24	54.5%	44	13	35.1%	37	11	26.2%	42
Boston	Trotter	25	35.2%	71	28	41.8%	67	20	35.1%	57
Chelsea	Berkowitz	79	73.8%	107	60	62.5%	96	42	53.8%	78
Haverhill	Golden Hill	15	68.2%	22	12	54.5%	22	28	48.3%	58
Holyoke	Kelly	9	22.5%	40	13	26.5%	49	7	13.5%	52
Holyoke	Lawrence	9	14.3%	63	17	20.7%	82	17	21.8%	78
Holyoke	White	10	32.3%	31	6	18.2%	33	9	20.5%	44
Lawrence	Parthum	82	59.4%	138	81	65.9%	123	58	42.0%	138
Leominster	Fall Brook	26	45.6%	57	26	59.1%	44	23	62.2%	37
Lynn	Harrington	33	31.7%	104	36	52.9%	68	23	29.5%	78
Lynn	Ingalls	30	38.5%	78	32	45.1%	71	33	40.2%	82
New Bedford	Carney	40	71.4%	56	47	69.1%	68	32	50.8%	63
New Bedford	Hayden-McFadden	50	57.5%	87	27	36.5%	74	21	24.7%	85
Somerville	East Somerville	52	67.5%	77	29	46.8%	62	32	50.8%	63
Springfield	Homer Street	29	56.9%	51	18	39.1%	46	17	34.0%	50

**Table F10: Racial/Ethnic Subgroups-- Spring 2007 DIBELS ORF results by school (Cohort 2)**

LEA		School		STUDENTS ACHIEVING LOW RISK BENCHMARK											
				Grade 1											
				White			Asian/Pacific Islander			African American/Black			Hispanic or Latino		
#	%	# Tested	#	%	# Tested	#	%	# Tested	#	%	# Tested				
Boston	Agassiz	^^	^^	2			0	12	80.0%	15	53	72.6%	73		
Boston	Condon	12	63.2%	19	^^	^^	9	21	63.6%	33	14	77.8%	18		
Boston	Dever	^^	^^	5	^^	^^	4	10	30.3%	33	23	57.5%	40		
Boston	Eliot	^^	^^	7			0	^^	^^	4	^^	^^	6		
Boston	Harvard Kent	9	69.2%	13	20	80.0%	25	20	90.9%	22	15	75.0%	20		
Boston	Mendell			0			0	4	40.0%	10	5	45.5%	11		
Boston	Orchard Gardens			0	^^	^^	2	8	50.0%	16	12	26.7%	45		
Boston	Otis	^^	^^	7			0			0	26	70.3%	37		
Boston	Perkins	^^	^^	7	^^	^^	2	9	64.3%	14	^^	^^	7		
Boston	Stone			0			0	9	69.2%	13	^^	^^	5		
Boston	Tobin	^^	^^	5	^^	^^	2	8	61.5%	13	20	51.3%	39		
Boston	Trotter			0	^^	^^	2	19	36.5%	52	7	41.2%	17		
Chelsea	Berkowitz	10	83.3%	12	^^	^^	7	8	66.7%	12	61	72.6%	84		
Haverhill	Golden Hill	17	60.7%	28	^^	^^	3	^^	^^	2	^^	^^	9		
Holyoke	Kelly			0			0			0	9	22.5%	40		
Holyoke	Lawrence	^^	^^	3			0	^^	^^	4	9	16.4%	55		
Holyoke	White	6	50.0%	12	^^	^^	1	^^	^^	1	8	29.6%	27		
Lawrence	Parthum	13	68.4%	19	^^	^^	1	^^	^^	2	78	60.0%	130		
Leominster	Fall Brook	67	68.4%	98	^^	^^	6	^^	^^	9	20	48.8%	41		
Lynn	Harrington	8	61.5%	13	^^	^^	9	3	23.1%	13	21	28.4%	74		
Lynn	Ingalls	^^	^^	6	^^	^^	7	5	45.5%	11	19	35.8%	53		
New Bedford	Carney	16	61.5%	26			0	11	84.6%	13	14	73.7%	19		
New Bedford	Hayden-McFadden	21	67.7%	31	^^	^^	1	7	53.8%	13	23	56.1%	41		
Somerville	East Somerville	15	88.2%	17	^^	^^	6	9	75.0%	12	28	57.1%	49		
Springfield	Homer Street	^^	^^	2			0	7	53.8%	13	14	56.0%	25		

^^ Data not included for subgroups with fewer than 10 students

**Table F10 (continued): Racial/Ethnic Subgroups-- Spring 2007 DIBELS ORF results by school (Cohort 2)**

LEA	School	STUDENTS ACHIEVING LOW RISK BENCHMARK											
		Grade 2											
		White			Asian/Pacific Islander			African American/Black			Hispanic or Latino		
		#	%	# Tested	#	%	# Tested	#	%	# Tested	#	%	# Tested
Boston	Agassiz	^^	^^	2	^^	^^	1	6	40.0%	15	35	57.4%	61
Boston	Condon	13	65.0%	20	^^	^^	9	23	59.0%	39	16	61.5%	26
Boston	Dever	^^	^^	4	^^	^^	3	11	34.4%	32	21	58.3%	36
Boston	Eliot	7	63.6%	11	^^	^^	1	^^	^^	7	^^	^^	9
Boston	Harvard Kent	^^	^^	6	23	79.3%	29	11	64.7%	17	18	81.8%	22
Boston	Mendell	^^	^^	2	^^	^^	1	8	47.1%	17	7	35.0%	20
Boston	Orchard Gardens	^^	^^	2			0	17	65.4%	26	15	42.9%	35
Boston	Otis	11	78.6%	14			0	^^	^^	3	17	65.4%	26
Boston	Perkins	^^	^^	9	^^	^^	2	9	60.0%	15	^^	^^	6
Boston	Stone			0			0	9	40.9%	22	^^	^^	4
Boston	Tobin			0			0	^^	^^	9	12	31.6%	38
Boston	Trotter	^^	^^	2			0	26	42.6%	61	6	37.5%	16
Chelsea	Berkowitz	11	78.6%	14	^^	^^	3	4	36.4%	11	56	69.1%	81
Haverhill	Golden Hill	33	68.8%	48	^^	^^	1	^^	^^	5	^^	^^	5
Holyoke	Kelly	^^	^^	7			0	^^	^^	2	11	25.0%	44
Holyoke	Lawrence	^^	^^	7			0	^^	^^	5	15	21.1%	71
Holyoke	White	3	30.0%	10	^^	^^	3			0	8	28.6%	28
Lawrence	Parthum	14	77.8%	18	^^	^^	1	^^	^^	5	75	63.6%	118
Leominster	Fall Brook	73	84.9%	86	^^	^^	1	^^	^^	7	17	53.1%	32
Lynn	Harrington	6	60.0%	10	^^	^^	3	6	60.0%	10	29	58.0%	50
Lynn	Ingalls	^^	^^	7	^^	^^	8	5	50.0%	10	21	40.4%	52
New Bedford	Carney	15	75.0%	20	^^	^^	2	9	52.9%	17	16	66.7%	24
New Bedford	Hayden-McFadden	11	55.0%	20	^^	^^	1	3	27.3%	11	15	32.6%	46
Somerville	East Somerville	10	52.6%	19	^^	^^	2	^^	^^	5	21	47.7%	44
Springfield	Homer Street	^^	^^	3	^^	^^	1	13	65.0%	20	8	27.6%	29

^^ Data not included for subgroups with fewer than 10 students

**Table F10 (continued): Racial/Ethnic Subgroups-- Spring 2007 DIBELS ORF results by school (Cohort 2)**

LEA School		STUDENTS ACHIEVING LOW RISK BENCHMARK											
		Grade 3											
		White			Asian/Pacific Islander			African American/Black			Hispanic or Latino		
		#	%	# Tested	#	%	# Tested	#	%	# Tested	#	%	# Tested
Boston	Agassiz	^^	^^	7			0	6	37.5%	16	52	57.8%	90
Boston	Condon	4	36.4%	11	4	40.0%	10	13	27.7%	47	13	50.0%	26
Boston	Dever	^^	^^	5	^^	^^	6	15	45.5%	33	17	47.2%	36
Boston	Eliot	12	100.0%	12			0	^^	^^	3	3	27.3%	11
Boston	Harvard Kent	^^	^^	4	16	55.2%	29	9	69.2%	13	10	66.7%	15
Boston	Mendell			0	^^	^^	1	6	54.5%	11	6	42.9%	14
Boston	Orchard Gardens	^^	^^	2			0	15	40.5%	37	14	45.2%	31
Boston	Otis	9	64.3%	14	^^	^^	2	^^	^^	1	17	60.7%	28
Boston	Perkins	^^	^^	7	^^	^^	3	4	28.6%	14	6	60.0%	10
Boston	Stone			0	^^	^^	1	12	57.1%	21	^^	^^	4
Boston	Tobin	^^	^^	1			0	3	25.0%	12	11	31.4%	35
Boston	Trotter	^^	^^	2			0	19	33.9%	56	^^	^^	5
Chelsea	Berkowitz	^^	^^	9	^^	^^	1	6	60.0%	10	38	52.8%	72
Haverhill	Golden Hill	55	63.2%	87	^^	^^	1	^^	^^	2	12	35.3%	34
Holyoke	Kelly	^^	^^	3			0	^^	^^	2	6	12.0%	50
Holyoke	Lawrence	^^	^^	4	^^	^^	2	^^	^^	4	14	20.0%	70
Holyoke	White	3	30.0%	10	^^	^^	1	^^	^^	2	8	21.6%	37
Lawrence	Parthum	12	60.0%	20	^^	^^	3	^^	^^	1	55	42.0%	131
Leominster	Fall Brook	65	72.2%	90	^^	^^	4	^^	^^	5	18	60.0%	30
Lynn	Harrington	6	42.9%	14	^^	^^	5	2	11.8%	17	18	35.3%	51
Lynn	Ingalls	^^	^^	7	^^	^^	4	5	41.7%	12	22	35.5%	62
New Bedford	Carney	12	52.2%	23			0	15	60.0%	25	15	53.6%	28
New Bedford	Hayden-McFadden	14	31.1%	45	^^	^^	1	1	8.3%	12	7	21.9%	32
Somerville	East Somerville	11	68.8%	16	^^	^^	1	4	40.0%	10	20	46.5%	43
Springfield	Homer Street	^^	^^	4			0	7	41.2%	17	8	25.8%	31

^^ Data not included for subgroups with fewer than 10 students

**Table F11: Spring 2007 DIBELS ORF results by school (Cohort 3)**

LEA	School	STUDENTS ACHIEVING LOW RISK BENCHMARK								
		Grade 1			Grade 2			Grade 3		
		#	%	# Tested	#	%	# Tested	#	%	# Tested
Community Day Charter School		23	92.0%	25	17	73.9%	23	13	54.2%	24
Greenfield	Newton	20	71.4%	28	18	54.5%	33	15	51.7%	29
Narragansett	Baldwinville	39	86.7%	45	33	80.5%	41	24	57.1%	42
Southbridge	Charlton Street	**	**	**	85	43.4%	196	69	38.3%	180
Southbridge	Eastford Road	111	56.9%	195	**	**	**	**	**	**
West Springfield	Coburn	45	62.5%	72	36	50.7%	71	27	42.9%	63

\*\* School does not include this grade-level

**Table F12: Students with Disabilities -- Spring 2007 DIBELS ORF results by school (Cohort 3)**

LEA	School	STUDENTS ACHIEVING LOW RISK BENCHMARK								
		Grade 1			Grade 2			Grade 3		
		#	%	# Tested	#	%	# Tested	#	%	# Tested
Community Day Charter School		^^	^^	2	^^	^^	5	^^	^^	7
Greenfield	Newton	^^	^^	2	^^	^^	3	^^	^^	7
Narragansett	Baldwinville	11	78.6%	14	^^	^^	7	^^	^^	8
Southbridge	Charlton Street	**	**	**	6	27.3%	22	3	8.8%	34
Southbridge	Eastford Road	13	40.6%	32	**	**	**	**	**	**
West Springfield	Coburn	^^	^^	9	^^	^^	12	2	16.7%	12

**Table F13: Students with Limited English Proficiency -- Spring 2007 DIBELS ORF results by school (Cohort 3)**

LEA	School	STUDENTS ACHIEVING LOW RISK BENCHMARK								
		Grade 1			Grade 2			Grade 3		
		#	%	# Tested	#	%	# Tested	#	%	# Tested
Community Day Charter School		^^	^^	5	^^	^^	4	^^	^^	6
Greenfield	Newton			0	^^	^^	2	^^	^^	2
Narragansett	Baldwinville			0			0	^^	^^	1
Southbridge	Charlton Street	**	**	**	2	9.5%	21	1	9.1%	11
Southbridge	Eastford Road	3	13.6%	22	**	**	**	**	**	**
West Springfield	Coburn	21	77.8%	27	17	58.6%	29	2	14.3%	14

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students

**Table F14: Economically Disadvantaged Students -- Spring 2007 DIBELS ORF results by school (Cohort 3)**

LEA	School	STUDENTS ACHIEVING LOW RISK BENCHMARK								
		Grade 1			Grade 2			Grade 3		
		#	%	# Tested	#	%	# Tested	#	%	# Tested
Community Day Charter School		11	84.6%	13	13	72.2%	18	8	50.0%	16
Greenfield	Newton	15	65.2%	23	12	50.0%	24	12	50.0%	24
Narragansett	Baldwinville	10	76.9%	13	9	90.0%	10	6	50.0%	12
Southbridge	Charlton Street	**	**	**	44	36.1%	122	37	32.7%	113
Southbridge	Eastford Road	70	50.4%	139	**	**	**	**	**	**
West Springfield	Coburn	32	55.2%	58	26	48.1%	54	18	40.0%	45

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students

**Table F15: Racial/Ethnic Subgroups-- Spring 2007 DIBELS ORF results by school (Cohort 3)**

LEA	School	STUDENTS ACHIEVING LOW RISK BENCHMARK											
		Grade 1											
		White			Asian/Pacific Islander			African American/Black			Hispanic or Latino		
		#	%	# Tested	#	%	# Tested	#	%	# Tested	#	%	# Tested
Community Day Charter School		^^	^^	2	^^	^^	1			0	20	90.9%	22
Greenfield	Newton	17	89.5%	19			0			0	^^	^^	8
Narragansett	Baldwinville	37	86.0%	43			0	^^	^^	1	^^	^^	1
Southbridge	Charlton Street	**	**	**	**	**	**	**	**	**	**	**	**
Southbridge	Eastford Road	69	67.6%	102	^^	^^	2	^^	^^	8	33	41.3%	80
West Springfield	Coburn	24	61.5%	39	^^	^^	5	^^	^^	7	10	52.6%	19
LEA	School	Grade 2											
		White			Asian/Pacific Islander			African American/Black			Hispanic or Latino		
		#	%	# Tested	#	%	# Tested	#	%	# Tested	#	%	# Tested
Community Day Charter School		^^	^^	4			0			0	13	68.4%	19
Greenfield	Newton	14	56.0%	25	^^	^^	1	^^	^^	2	^^	^^	5
Narragansett	Baldwinville	30	78.9%	38			0			0	^^	^^	3
Southbridge	Charlton Street	54	46.2%	117	^^	^^	2	^^	^^	2	27	37.0%	73
Southbridge	Eastford Road	**	**	**	**	**	**	**	**	**	**	**	**
West Springfield	Coburn	22	47.8%	46	^^	^^	2	^^	^^	5	6	37.5%	16

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students

**Table F15 (continued): Racial/Ethnic Subgroups-- Spring 2007 DIBELS ORF results by school (Cohort 3)**

LEA		School		STUDENTS ACHIEVING LOW RISK BENCHMARK											
				Grade 3											
				White			Asian/Pacific Islander			African American/Black			Hispanic or Latino		
#	%	# Tested	#	%	# Tested	#	%	# Tested	#	%	# Tested				
Community Day Charter School		^^	^^	4			0			0	10	50.0%	20		
Greenfield	Newton	8	42.1%	19	^^	^^	2	^^	^^	1	^^	^^	7		
Narragansett	Baldwinville	23	57.5%	40			0	^^	^^	1	^^	^^	1		
Southbridge	Charlton Street	49	46.2%	106	^^	^^	3	^^	^^	3	17	26.2%	65		
Southbridge	Eastford Road	**	**	**	**	**	**	**	**	**	**	**	**		
West Springfield	Coburn	18	42.9%	42	^^	^^	3	^^	^^	2	8	53.3%	15		

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students

**Table F16: Spring 2007 DIBELS ORF results by school (Silber)**

Cohort			STUDENTS ACHIEVING LOW RISK BENCHMARK								
			Grade 1			Grade 2			Grade 3		
			#	%	# Tested	#	%	# Tested	#	%	# Tested
JSER 1	Adams-Cheshire	C.T. Plunkett	52	64.2%	81	39	48.8%	80	43	46.2%	93
JSER 1	Gardner	Sauter	66	81.5%	81	57	67.9%	84	54	68.4%	79
JSER 1	Gloucester	Fuller	40	59.7%	67	37	56.9%	65	27	42.2%	64
JSER 2	Boston	Bates	26	68.4%	38	18	75.0%	24	26	57.8%	45
JSER 2	Boston	O'Donnell	34	77.3%	44	31	75.6%	41	22	64.7%	34
JSER 2	Brockton	Huntington	36	49.3%	73	33	42.9%	77	14	19.4%	72
JSER 2	Chelsea	Sokolowski	71	61.7%	115	57	64.0%	89	39	36.4%	107
JSER 2	Chicopee	Selser	51	73.9%	69	41	68.3%	60	33	50.8%	65
JSER 2	Easthampton	Maple	23	60.5%	38	25	61.0%	41	14	38.9%	36
JSER 2	Fall River	North End	49	52.1%	94	51	60.7%	84	37	53.6%	69
JSER 2	Fall River	Small	31	79.5%	39	24	58.5%	41	17	65.4%	26
JSER 2	Haverhill	Silver Hill	33	76.7%	43	24	60.0%	40	40	63.5%	63
JSER 2	Holyoke	Morgan	28	40.6%	69	15	23.8%	63	16	22.5%	71
JSER 2	Lawrence	Guilmette	70	50.4%	139	55	50.0%	110	34	28.8%	118
JSER 2	Leominster	Northwest	120	72.7%	165	111	70.3%	158	90	64.3%	140
JSER 2	Lowell	Morey	56	64.4%	87	40	57.1%	70	32	40.5%	79

\*\* School does not include this grade-level

**Table F16 (continued): Spring 2007 DIBELS ORF results by school (Silber)**

Cohort	LEA	School	STUDENTS ACHIEVING LOW RISK BENCHMARK								
			Grade 1			Grade 2			Grade 3		
			#	%	# Tested	#	%	# Tested	#	%	# Tested
JSER 2	Lowell	Varnum Arts	21	51.2%	41	10	29.4%	34	9	25.0%	36
JSER 2	Marlborough	Kane	94	74.0%	127	96	74.4%	129	62	56.9%	109
JSER 2	Methuen	Timony	104	70.3%	148	107	67.7%	158	89	59.7%	149
JSER 2	New Bedford	Ottiwell	20	45.5%	44	32	64.0%	50	20	40.0%	50
JSER 2	North Adams	Greylock	31	72.1%	43	33	73.3%	45	32	82.1%	39
JSER 2	Pittsfield	Conte	43	67.2%	64	42	64.6%	65	50	71.4%	70
JSER 2	Quincy	Snug Harbor	28	73.7%	38	26	74.3%	35	15	45.5%	33
JSER 2	Revere	Paul Revere	39	62.9%	62	37	61.7%	60	17	36.2%	47
JSER 2	Salem	Horace Mann	30	75.0%	40	20	57.1%	35	24	54.5%	44
JSER 2	Springfield	Brightwood	20	30.3%	66	21	30.0%	70	12	20.3%	59
JSER 2	Springfield	DeBerry	26	41.3%	63	11	25.0%	44	10	23.8%	42
JSER 2	Taunton	Leddy	25	75.8%	33	23	51.1%	45	7	30.4%	23
JSER 2	Wareham	Hammond	44	41.5%	106	**	**	**	**	**	**
JSER 2	Wareham	Minot-Forest	27	77.1%	35	74	64.9%	114	55	45.5%	121
JSER 2	Westfield	Gibbs	21	80.8%	26	16	64.0%	25	8	42.1%	19
JSER 2	Worcester	Canterbury Street	16	34.8%	46	7	21.2%	33	10	21.7%	46
JSER 2	Worcester	Chandler Magnet	12	27.9%	43	13	37.1%	35	16	47.1%	34
JSER 3	Dennis-Yarmouth	Station Avenue	61	67.8%	90	70	63.1%	111	48	42.1%	114
JSER 3	Greenfield	Four Corners	28	68.3%	41	28	75.7%	37	14	37.8%	37

\*\* School does not include this grade-level

**Table F17: Students with Disabilities -- Spring 2007 DIBELS ORF results by school (Silber)**

Cohort	LEA	School	STUDENTS ACHIEVING LOW RISK BENCHMARK								
			Grade 1			Grade 2			Grade 3		
			#	%	# Tested	#	%	# Tested	#	%	# Tested
JSER 1	Adams-Cheshire	C.T. Plunkett	^^	^^	8	4	28.6%	14	0	0.0%	11
JSER 1	Gardner	Sauter	7	63.6%	11	5	29.4%	17	5	45.5%	11
JSER 1	Gloucester	Fuller	3	25.0%	12	2	20.0%	10	1	9.1%	11
JSER 2	Boston	Bates	^^	^^	4	^^	^^	4	^^	^^	8
JSER 2	Boston	O'Donnell	^^	^^	9	^^	^^	5	^^	^^	4

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students



**Table F17 (continued): Students with Disabilities -- Spring 2007 DIBELS ORF results by school (Silber)**

Cohort	LEA	School	STUDENTS ACHIEVING LOW RISK BENCHMARK								
			Grade 1			Grade 2			Grade 3		
			#	%	# Tested	#	%	# Tested	#	%	# Tested
JSER 2	Brockton	Huntington	^^	^^	6	1	10.0%	10	0	0.0%	11
JSER 2	Chelsea	Sokolowski	2	20.0%	10	8	53.3%	15	1	8.3%	12
JSER 2	Chicopee	Selser	^^	^^	9	3	30.0%	10	^^	^^	9
JSER 2	Easthampton	Maple	2	20.0%	10	^^	^^	6	1	9.1%	11
JSER 2	Fall River	North End	2	10.0%	20	2	13.3%	15	3	30.0%	10
JSER 2	Fall River	Small	^^	^^	2	^^	^^	1	^^	^^	2
JSER 2	Haverhill	Silver Hill	^^	^^	1	^^	^^	3	^^	^^	6
JSER 2	Holyoke	Morgan	4	20.0%	20	2	18.2%	11	3	11.5%	26
JSER 2	Lawrence	Guilmette	^^	^^	7	0	0.0%	10	0	0.0%	16
JSER 2	Leominster	Northwest	9	30.0%	30	8	29.6%	27	3	16.7%	18
JSER 2	Lowell	Morey	^^	^^	4	1	10.0%	10	1	8.3%	12
JSER 2	Lowell	Varnum Arts	^^	^^	2	^^	^^	7	^^	^^	4
JSER 2	Marlborough	Kane	23	69.7%	33	19	47.5%	40	9	33.3%	27
JSER 2	Methuen	Timony	4	26.7%	15	3	27.3%	11	4	22.2%	18
JSER 2	New Bedford	Ottiwell	^^	^^	7	^^	^^	6	1	10.0%	10
JSER 2	North Adams	Greylock	^^	^^	5	^^	^^	2	^^	^^	7
JSER 2	Pittsfield	Conte	^^	^^	9	^^	^^	7	6	54.5%	11
JSER 2	Quincy	Snug Harbor	^^	^^	4	^^	^^	5	^^	^^	8
JSER 2	Revere	Paul Revere	7	70.0%	10	5	38.5%	13	4	33.3%	12
JSER 2	Salem	Horace Mann	3	30.0%	10	3	30.0%	10	^^	^^	7
JSER 2	Springfield	Brightwood	^^	^^	8	0	0.0%	16	0	0.0%	10
JSER 2	Springfield	DeBerry	^^	^^	8	^^	^^	7	^^	^^	6
JSER 2	Taunton	Leddy	^^	^^	5	^^	^^	5	^^	^^	2
JSER 2	Wareham	Hammond	6	30.0%	20	**	**	**	**	**	**
JSER 2	Wareham	Minot-Forest	^^	^^	1	3	25.0%	12	4	30.8%	13
JSER 2	Westfield	Gibbs	^^	^^	3	^^	^^	1	^^	^^	3
JSER 2	Worcester	Canterbury Street	^^	^^	3	^^	^^	4	^^	^^	7
JSER 2	Worcester	Chandler Magnet	^^	^^	2	^^	^^	2	^^	^^	3
JSER 3	Dennis-Yarmouth	Station Avenue	5	45.5%	11	3	23.1%	13	4	18.2%	22
JSER 3	Greenfield	Four Corners	^^	^^	6	^^	^^	4	^^	^^	8

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students

**Table F18: Students with Limited English Proficiency -- Spring 2007 DIBELS ORF results by school (Silber)**

Cohort	LEA	School	STUDENTS ACHIEVING LOW RISK BENCHMARK								
			Grade 1			Grade 2			Grade 3		
			#	%	# Tested	#	%	# Tested	#	%	# Tested
JSER 1	Adams-Cheshire	C.T. Plunkett			0			0			0
JSER 1	Gardner	Sauter	^^	^^	4	^^	^^	5	^^	^^	2
JSER 1	Gloucester	Fuller	^^	^^	3	^^	^^	7	^^	^^	4
JSER 2	Boston	Bates	^^	^^	4	^^	^^	3	^^	^^	4
JSER 2	Boston	O'Donnell	11	73.3%	15	7	70.0%	10	^^	^^	8
JSER 2	Brockton	Huntington	14	60.9%	23	10	34.5%	29	3	12.0%	25
JSER 2	Chelsea	Sokolowski	18	58.1%	31	9	42.9%	21	6	20.7%	29
JSER 2	Chicopee	Selser	8	66.7%	12	^^	^^	6	^^	^^	8
JSER 2	Easthampton	Maple			0	^^	^^	1	^^	^^	1
JSER 2	Fall River	North End	11	61.1%	18	6	40.0%	15	9	60.0%	15
JSER 2	Fall River	Small	^^	^^	3	^^	^^	4	^^	^^	8
JSER 2	Haverhill	Silver Hill	^^	^^	5	^^	^^	2	^^	^^	8
JSER 2	Holyoke	Morgan	13	39.4%	33	5	16.1%	31	4	11.8%	34
JSER 2	Lawrence	Guilmette	36	46.8%	77	20	39.2%	51	8	17.4%	46
JSER 2	Leominster	Northwest	13	44.8%	29	15	53.6%	28	10	47.6%	21
JSER 2	Lowell	Morey	10	52.6%	19	15	68.2%	22	11	0.37931	29
JSER 2	Lowell	Varnum Arts	^^	^^	5	2	18.2%	11	3	20.0%	15
JSER 2	Marlborough	Kane	15	62.5%	24	11	45.8%	24	5	21.7%	23
JSER 2	Methuen	Timony	8	61.5%	13	3	23.1%	13	^^	^^	4
JSER 2	New Bedford	Ottiwell	^^	^^	1			0			0
JSER 2	North Adams	Greylock			0			0			0
JSER 2	Pittsfield	Conte	^^	^^	4	^^	^^	4	^^	^^	7
JSER 2	Quincy	Snug Harbor	13	86.7%	15	9	69.2%	13	^^	^^	8
JSER 2	Revere	Paul Revere	9	45.0%	20	^^	^^	9	1	7.7%	13
JSER 2	Salem	Horace Mann			0	^^	^^	1			0
JSER 2	Springfield	Brightwood	1	3.7%	27	4	11.1%	36	0	0.0%	18
JSER 2	Springfield	DeBerry	4	26.7%	15	3	30.0%	10	1	8.3%	12
JSER 2	Taunton	Leddy	^^	^^	1	^^	^^	2			0
JSER 2	Wareham	Hammond			0	**	**	**	**	**	**
JSER 2	Wareham	Minot-Forest			0			0			0
JSER 2	Westfield	Gibbs			0			0			0

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students

**Table F18 (continued): Students with Limited English Proficiency -- Spring 2007 DIBELS ORF results by school (Silber)**

Cohort	LEA	School	STUDENTS ACHIEVING LOW RISK BENCHMARK								
			Grade 1			Grade 2			Grade 3		
			#	%	# Tested	#	%	# Tested	#	%	# Tested
JSER 2	Worcester	Canterbury Street	8	42.1%	19	1	8.3%	12	5	27.8%	18
JSER 2	Worcester	Chandler Magnet	9	28.1%	32	11	42.3%	26	6	37.5%	16
JSER 3	Dennis-Yarmouth	Station Avenue	^^	^^	7	3	27.3%	11	^^	^^	6
JSER 3	Greenfield	Four Corners	^^	^^	4	^^	^^	1	^^	^^	2

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students

**Table F19: Economically Disadvantaged Students -- Spring 2007 DIBELS ORF results by school (Silber)**

Cohort	LEA	School	STUDENTS ACHIEVING LOW RISK BENCHMARK								
			Grade 1			Grade 2			Grade 3		
			#	%	# Tested	#	%	# Tested	#	%	# Tested
JSER 1	Adams-Cheshire	C.T. Plunkett	26	66.7%	39	13	36.1%	36	17	37.8%	45
JSER 1	Gardner	Sauter	21	67.7%	31	15	55.6%	27	15	53.6%	28
JSER 1	Gloucester	Fuller	15	38.5%	39	13	43.3%	30	14	40.0%	35
JSER 2	Boston	Bates	18	69.2%	26	12	66.7%	18	20	52.6%	38
JSER 2	Boston	O'Donnell	31	77.5%	40	30	76.9%	39	19	65.5%	29
JSER 2	Brockton	Huntington	28	47.5%	59	26	38.8%	67	11	17.7%	62
JSER 2	Chelsea	Sokolowski	61	59.2%	103	45	61.6%	73	33	35.5%	93
JSER 2	Chicopee	Selser	36	72.0%	50	34	68.0%	50	25	53.2%	47
JSER 2	Easthampton	Maple	3	27.3%	11	9	69.2%	13	4	33.3%	12
JSER 2	Fall River	North End	30	50.8%	59	31	58.5%	53	23	46.0%	50
JSER 2	Fall River	Small	28	80.0%	35	21	58.3%	36	15	62.5%	24
JSER 2	Haverhill	Silver Hill	12	57.1%	21	14	58.3%	24	26	61.9%	42
JSER 2	Holyoke	Morgan	28	41.2%	68	14	23.3%	60	15	22.7%	66
JSER 2	Lawrence	Guilmette	63	50.0%	126	49	48.5%	101	28	26.9%	104
JSER 2	Leominster	Northwest	49	0.6125	80	43	63.2%	68	43	56.6%	76
JSER 2	Lowell	Morey	43	63.2%	68	35	58.3%	60	24	36.9%	65
JSER 2	Lowell	Varnum Arts	13	46.4%	28	5	19.2%	26	9	33.3%	27
JSER 2	Marlborough	Kane	19	70.4%	27	27	67.5%	40	9	29.0%	31
JSER 2	Methuen	Timony	24	52.2%	46	28	57.1%	49	22	46.8%	47
JSER 2	New Bedford	Ottiwell	18	45.0%	40	21	55.3%	38	17	43.6%	39

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students

**Table F19 (continued): Economically Disadvantaged Students -- Spring 2007 DIBELS ORF results by school (Silber)**

Cohort	LEA	School	STUDENTS ACHIEVING LOW RISK BENCHMARK								
			Grade 1			Grade 2			Grade 3		
			#	%	# Tested	#	%	# Tested	#	%	# Tested
JSER 2	North Adams	Greylock	13	59.1%	22	13	68.4%	19	15	75.0%	20
JSER 2	Pittsfield	Conte	35	68.6%	51	35	64.8%	54	42	72.4%	58
JSER 2	Quincy	Snug Harbor	28	73.7%	38	26	74.3%	35	15	45.5%	33
JSER 2	Revere	Paul Revere	22	57.9%	38	24	64.9%	37	12	38.7%	31
JSER 2	Salem	Horace Mann	19	76.0%	25	8	47.1%	17	7	33.3%	21
JSER 2	Springfield	Brightwood	19	29.2%	65	21	30.9%	68	11	19.3%	57
JSER 2	Springfield	DeBerry	23	39.7%	58	10	23.8%	42	10	23.8%	42
JSER 2	Taunton	Leddy	11	78.6%	14	12	48.0%	25	5	29.4%	17
JSER 2	Wareham	Hammond	15	28.8%	52	**	**	**	**	**	**
JSER 2	Wareham	Minot-Forest	13	76.5%	17	29	61.7%	47	19	33.9%	56
JSER 2	Westfield	Gibbs	^^	^^	9	6	60.0%	10	1	10.0%	10
JSER 2	Worcester	Canterbury Street	13	33.3%	39	6	22.2%	27	10	22.2%	45
JSER 2	Worcester	Chandler Magnet	8	25.0%	32	11	36.7%	30	12	41.4%	29
JSER 3	Dennis-Yarmouth	Station Avenue	21	55.3%	38	19	46.3%	41	16	34.0%	47
JSER 3	Greenfield	Four Corners	12	54.5%	22	14	70.0%	20	7	33.3%	21

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students

**Table F20: Racial/Ethnic Subgroups -- Spring 2007 DIBELS ORF results by school (Silber)**

Cohort	LEA	School	STUDENTS ACHIEVING LOW RISK BENCHMARK											
			Grade 1											
			White			Asian/Pacific Islander			African American/Black			Hispanic or Latino		
			#	%	# Tested	#	%	# Tested	#	%	# Tested	#	%	# Tested
JSER 1	Adams-Cheshire	C.T. Plunkett	48	64.0%	75			0	^^	^^	3	^^	^^	3
JSER 1	Gardner	Sauter	59	81.9%	72	^^	^^	1	^^	^^	3	^^	^^	5
JSER 1	Gloucester	Fuller	38	63.3%	60			0			0	^^	^^	6
JSER 2	Boston	Bates	^^	^^	3	^^	^^	1	15	68.2%	22	8	66.7%	12
JSER 2	Boston	O'Donnell	9	69.2%	13	^^	^^	1	^^	^^	2	23	82.1%	28
JSER 2	Brockton	Huntington	9	50.0%	18	^^	^^	2	20	52.6%	38	1	10.0%	10
JSER 2	Chelsea	Sokolowski	^^	^^	7	^^	^^	3	^^	^^	3	61	61.0%	100
JSER 2	Chicopee	Selser	34	81.0%	42	^^	^^	2	^^	^^	3	12	54.5%	22

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students

**Table F20 (continued): Racial/Ethnic Subgroups -- Spring 2007 DIBELS ORF results by school (Silber)**

Cohort	LEA	School	STUDENTS ACHIEVING LOW RISK BENCHMARK											
			Grade 1											
			White			Asian/Pacific Islander			African American/Black			Hispanic or Latino		
			#	%	# Tested	#	%	# Tested	#	%	# Tested	#	%	# Tested
JSER 2	Easthampton	Maple	19	61.3%	31	^^	^^	2			0	^^	^^	5
JSER 2	Fall River	North End	33	55.9%	59	^^	^^	7	^^	^^	9	6	33.3%	18
JSER 2	Fall River	Small	17	89.5%	19	^^	^^	4	^^	^^	3	^^	^^	9
JSER 2	Haverhill	Silver Hill	25	86.2%	29			0			0	7	53.8%	13
JSER 2	Holyoke	Morgan			0			0	^^	^^	6	24	38.1%	63
JSER 2	Lawrence	Guilmette	^^	^^	7	^^	^^	3	^^	^^	2	61	48.8%	125
JSER 2	Leominster	Northwest	87	79.8%	109	^^	^^	6	^^	^^	8	21	55.3%	38
JSER 2	Lowell	Morey	13	56.5%	23	31	72.1%	43	^^	^^	4	9	60.0%	15
JSER 2	Lowell	Varnum Arts	7	46.7%	15	7	70.0%	10	^^	^^	3	5	38.5%	13
JSER 2	Marlborough	Kane	62	76.5%	81	10	100.0%	10	^^	^^	6	17	56.7%	30
JSER 2	Methuen	Timony	72	75.8%	95	7	63.6%	11	^^	^^	5	20	55.6%	36
JSER 2	New Bedford	Ottiwell	14	43.8%	32			0	^^	^^	2	^^	^^	8
JSER 2	North Adams	Greylock	29	72.5%	40			0			0	^^	^^	1
JSER 2	Pittsfield	Conte	16	66.7%	24			0	14	70.0%	20	6	60.0%	10
JSER 2	Quincy	Snug Harbor	7	58.3%	12	14	87.5%	16	^^	^^	3	^^	^^	4
JSER 2	Revere	Paul Revere	27	65.9%	41	^^	^^	1	^^	^^	4	8	57.1%	14
JSER 2	Salem	Horace Mann	22	81.5%	27			0	^^	^^	4	^^	^^	9
JSER 2	Springfield	Brightwood	^^	^^	1			0	4	40.0%	10	16	29.1%	55
JSER 2	Springfield	DeBerry	^^	^^	4			0	9	40.9%	22	13	40.6%	32
JSER 2	Taunton	Leddy	19	76.0%	25			0	^^	^^	5			0
JSER 2	Wareham	Hammond	32	43.8%	73	^^	^^	1	2	20.0%	10	^^	^^	4
JSER 2	Wareham	Minot-Forest	22	75.9%	29			0	^^	^^	1	^^	^^	1
JSER 2	Westfield	Gibbs	19	86.4%	22			0			0	^^	^^	4
JSER 2	Worcester	Canterbury Street	2	16.7%	12	^^	^^	7	^^	^^	2	8	33.3%	24
JSER 2	Worcester	Chandler Magnet	^^	^^	9	^^	^^	2	^^	^^	1	9	30.0%	30
JSER 3	Dennis-Yarmouth	Station Avenue	47	66.2%	71	^^	^^	1	^^	^^	2	8	80.0%	10
JSER 3	Greenfield	Four Corners	21	70.0%	30	^^	^^	3	^^	^^	2	^^	^^	6

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students

**Table F20 (continued): Racial/Ethnic Subgroups -- Spring 2007 DIBELS ORF results by school (Silber)**

Cohort LEA School			STUDENTS ACHIEVING LOW RISK BENCHMARK											
			Grade 2											
			White			Asian/Pacific Islander			African American/Black			Hispanic or Latino		
			#	%	# Tested	#	%	# Tested	#	%	# Tested	#	%	# Tested
JSER 1	Adams-Cheshire	C.T. Plunkett	32	45.7%	70	^^	^^	1	^^	^^	4	^^	^^	3
JSER 1	Gardner	Sauter	48	70.6%	68	^^	^^	5	^^	^^	5	^^	^^	6
JSER 1	Gloucester	Fuller	30	55.6%	54			0	^^	^^	2	^^	^^	8
JSER 2	Boston	Bates	^^	^^	2	^^	^^	1	11	68.8%	16	^^	^^	5
JSER 2	Boston	O'Donnell	5	50.0%	10	^^	^^	3	^^	^^	1	23	85.2%	27
JSER 2	Brockton	Huntington	12	63.2%	19			0	16	37.2%	43	5	35.7%	14
JSER 2	Chelsea	Sokolowski	^^	^^	9	^^	^^	2	^^	^^	9	46	66.7%	69
JSER 2	Chicopee	Selser	22	73.3%	30	^^	^^	3	^^	^^	3	17	73.9%	23
JSER 2	Easthampton	Maple	23	62.2%	37	^^	^^	2			0	^^	^^	2
JSER 2	Fall River	North End	33	63.5%	52	^^	^^	3	^^	^^	9	11	57.9%	19
JSER 2	Fall River	Small	11	64.7%	17	^^	^^	5	^^	^^	8	3	30.0%	10
JSER 2	Haverhill	Silver Hill	16	61.5%	26			0			0	8	57.1%	14
JSER 2	Holyoke	Morgan	^^	^^	2			0	^^	^^	4	13	23.6%	55
JSER 2	Lawrence	Guilmette	^^	^^	6	^^	^^	1			0	50	48.5%	103
JSER 2	Leominster	Northwest	72	74.2%	97	^^	^^	7	6	46.2%	13	24	63.2%	38
JSER 2	Lowell	Morey	11	57.9%	19	23	63.9%	36	^^	^^	3	4	33.3%	12
JSER 2	Lowell	Varnum Arts	3	30.0%	10	^^	^^	7	^^	^^	5	3	27.3%	11
JSER 2	Marlborough	Kane	67	84.8%	79	^^	^^	4	^^	^^	9	18	51.4%	35
JSER 2	Methuen	Timony	83	74.8%	111	^^	^^	6	^^	^^	5	19	52.8%	36
JSER 2	New Bedford	Ottiwell	24	70.6%	34			0	^^	^^	7	^^	^^	8
JSER 2	North Adams	Greylock	31	75.6%	41	^^	^^	1			0	^^	^^	2
JSER 2	Pittsfield	Conte	25	67.6%	37	^^	^^	2	7	63.6%	11	^^	^^	6
JSER 2	Quincy	Snug Harbor	16	80.0%	20	7	63.6%	11	^^	^^	2	^^	^^	1
JSER 2	Revere	Paul Revere	24	63.2%	38	^^	^^	2	^^	^^	3	9	56.3%	16
JSER 2	Salem	Horace Mann	9	50.0%	18			0	^^	^^	3	9	69.2%	13
JSER 2	Springfield	Brightwood			0			0	^^	^^	7	20	32.8%	61
JSER 2	Springfield	DeBerry	^^	^^	1			0	1	8.3%	12	8	27.6%	29
JSER 2	Taunton	Leddy	19	63.3%	30			0	^^	^^	2	2	20.0%	10
JSER 2	Wareham	Hammond	**	**	**	**	**	**	**	**	**	**	**	**
JSER 2	Wareham	Minot-Forest	57	69.5%	82	^^	^^	2	^^	^^	8	^^	^^	4

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students

**Table F20 (continued): Racial/Ethnic Subgroups -- Spring 2007 DIBELS ORF results by school (Silber)**

Cohort LEA School			STUDENTS ACHIEVING LOW RISK BENCHMARK											
			Grade 2											
			White			Asian/Pacific Islander			African American/Black			Hispanic or Latino		
			#	%	# Tested	#	%	# Tested	#	%	# Tested	#	%	# Tested
JSER 2	Westfield	Gibbs	14	60.9%	23			0			0	^^	^^	2
JSER 2	Worcester	Canterbury Street	^^	^^	7	^^	^^	6	^^	^^	6	5	35.7%	14
JSER 2	Worcester	Chandler Magnet	^^	^^	7	^^	^^	1	^^	^^	1	9	36.0%	25
JSER 3	Dennis-Yarmouth	Station Avenue	59	69.4%	85	^^	^^	1	^^	^^	7	^^	^^	8
JSER 3	Greenfield	Four Corners	22	81.5%	27	^^	^^	1	^^	^^	4	^^	^^	5
Cohort LEA School			Grade 3											
			White			Asian/Pacific Islander			African American/Black			Hispanic or Latino		
			#	%	# Tested	#	%	# Tested	#	%	# Tested	#	%	# Tested
JSER 1	Adams-Cheshire	C.T. Plunkett	38	45.8%	83			0	^^	^^	6	^^	^^	2
JSER 1	Gardner	Sauter	47	68.1%	69			0	^^	^^	3	^^	^^	5
JSER 1	Gloucester	Fuller	25	46.3%	54	^^	^^	1			0	^^	^^	8
JSER 2	Boston	Bates	^^	^^	2	^^	^^	3	14	63.6%	22	7	41.2%	17
JSER 2	Boston	O'Donnell	^^	^^	7	^^	^^	3	^^	^^	3	12	60.0%	20
JSER 2	Brockton	Huntington	5	27.8%	18	^^	^^	4	6	14.3%	42	^^	^^	6
JSER 2	Chelsea	Sokolowski	^^	^^	7	^^	^^	2	^^	^^	2	34	35.8%	95
JSER 2	Chicopee	Selser	18	50.0%	36	^^	^^	1	^^	^^	2	11	44.0%	25
JSER 2	Easthampton	Maple	11	39.3%	28	^^	^^	3			0	^^	^^	5
JSER 2	Fall River	North End	22	50.0%	44	^^	^^	2	^^	^^	7	10	71.4%	14
JSER 2	Fall River	Small	9	60.0%	15	^^	^^	5	^^	^^	4	^^	^^	2
JSER 2	Haverhill	Silver Hill	29	70.7%	41	^^	^^	1	^^	^^	4	7	43.8%	16
JSER 2	Holyoke	Morgan	^^	^^	1			0	^^	^^	1	14	20.6%	68
JSER 2	Lawrence	Guilmette	^^	^^	7	^^	^^	3	^^	^^	1	28	26.7%	105
JSER 2	Leominster	Northwest	63	67.0%	94	^^	^^	5	^^	^^	7	17	56.7%	30
JSER 2	Lowell	Morey	10	47.6%	21	19	42.2%	45	^^	^^	3	^^	^^	9
JSER 2	Lowell	Varnum Arts	2	18.2%	11	^^	^^	8	^^	^^	5	2	16.7%	12
JSER 2	Marlborough	Kane	45	70.3%	64	^^	^^	6	^^	^^	2	11	30.6%	36
JSER 2	Methuen	Timony	61	60.4%	101	^^	^^	6	^^	^^	7	20	60.6%	33
JSER 2	New Bedford	Ottiwell	12	34.3%	35	^^	^^	2	^^	^^	7	^^	^^	4
JSER 2	North Adams	Greylock	28	80.0%	35			0			0	^^	^^	1
JSER 2	Pittsfield	Conte	22	81.5%	27			0	12	63.2%	19	6	54.5%	11

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students

**Table F20 (continued): Racial/Ethnic Subgroups -- Spring 2007 DIBELS ORF results by school (Silber)**

Cohort LEA School			STUDENTS ACHIEVING LOW RISK BENCHMARK											
			Grade 3											
			White			Asian/Pacific Islander			African American/Black			Hispanic or Latino		
			#	%	# Tested	#	%	# Tested	#	%	# Tested	#	%	# Tested
JSER 2	Quincy	Snug Harbor	6	37.5%	16	8	72.7%	11	^^	^^	5	^^	^^	1
JSER 2	Revere	Paul Revere	5	23.8%	21	^^	^^	2	^^	^^	3	7	36.8%	19
JSER 2	Salem	Horace Mann	16	59.3%	27	^^	^^	2	^^	^^	2	2	20.0%	10
JSER 2	Springfield	Brightwood	^^	^^	1			0	^^	^^	5	12	23.1%	52
JSER 2	Springfield	DeBerry			0			0	3	20.0%	15	7	26.9%	26
JSER 2	Taunton	Leddy	2	15.4%	13			0	^^	^^	3	^^	^^	6
JSER 2	Wareham	Hammond	**	**	**	**	**	**	**	**	**	**	**	**
JSER 2	Wareham	Minot-Forest	44	48.4%	91			0	4	40.0%	10	^^	^^	6
JSER 2	Westfield	Gibbs	7	43.8%	16	^^	^^	1			0	^^	^^	2
JSER 2	Worcester	Canterbury Street	4	33.3%	12	2	20.0%	10	2	20.0%	10	2	14.3%	14
JSER 2	Worcester	Chandler Magnet	8	61.5%	13			0	^^	^^	1	8	40.0%	20
JSER 3	Dennis-Yarmouth	Station Avenue	42	43.8%	96	^^	^^	3	^^	^^	3	^^	^^	6
JSER 3	Greenfield	Four Corners	11	44.0%	25	^^	^^	1			0	^^	^^	8

\*\* School does not include this grade-level

^^ Data not included for subgroups with fewer than 10 students



## Appendix G: School Level Results – MCAS Reading Test

**Table G1: MCAS results by school (Cohort 1)**

LEA	School	2003			2007			Change	
		% Warning	% Prof	# Tested	% Warning	% Prof	# Tested	Warning	Proficient
Athol-Royalston	Sanders Street	8.6%	40.0%	35	7.7%	46.2%	39	-1	6
Boston Renaissance Charter		10.2%	46.7%	167	7.9%	66.9%	139	-2	20
Brockton	Downey	28.0%	35.5%	107	25.3%	37.3%	75	-3	2
Brockton	Davis	14.8%	39.8%	108	12.0%	42.0%	100	-3	2
Cambridge	Haggerty	4.2%	70.8%	24	8.8%	61.8%	34	5	-9
Chelsea	Kelly	3.5%	48.2%	85	20.7%	35.3%	116	17	-13
Chicopee	Bowe	17.1%	25.7%	70	18.9%	35.8%	53	2	10
Chicopee	Stefanik	21.8%	25.6%	78	1.5%	61.5%	65	-20	36
Fall River	Healy	17.1%	42.9%	35	7.7%	48.7%	39	-9	6
Fall River	Doran	22.8%	28.1%	57	26.2%	24.6%	61	3	-3
Fall River	Laurel Lake	8.3%	50.0%	36	3.1%	43.8%	32	-5	-6
Fall River	N.B. Borden	26.9%	19.2%	26	0.0%	52.2%	23	-27	33
Gill-Montague	Sheffield	12.5%	60.0%	40	9.5%	42.9%	42	-3	-17
Haverhill	Pentucket Lake	10.1%	60.5%	119	12.6%	57.7%	111	3	-3
Lawrence Family Development Charter School		11.7%	40.0%	60	12.1%	37.9%	58	0	-2
Lawrence	Arlington	43.1%	9.5%	116	23.8%	25.0%	80	-19	16
Lawrence	Frost	28.2%	33.6%	110	15.8%	34.7%	95	-12	1
Lawrence	Wetherbee	31.0%	26.2%	42	13.5%	36.5%	52	-17	10
Lowell Community Charter School		36.6%	7.3%	41	21.9%	41.7%	96	-15	34
Lowell	Murkland	22.2%	33.3%	81	44.8%	13.4%	67	23	-20
Lowell	Bailey	14.8%	51.1%	88	17.2%	50.6%	87	2	-1
Lowell	Greenhalge	25.3%	32.5%	83	20.8%	37.5%	72	-4	5
Malden	Ferryway	8.8%	59.3%	91	14.5%	60.9%	69	6	2
Methuen	Tenney	5.3%	59.6%	114	10.4%	46.5%	144	5	-13
Neighborhood House Charter School		5.0%	50.0%	20	7.5%	45.0%	40	3	-5
North Adams	Brayton	11.8%	47.1%	68	11.6%	51.2%	43	0	4
North Adams	Sullivan	13.0%	44.4%	54	15.2%	50.0%	46	2	6

**Table G1 (continued): MCAS results by school (Cohort 1)**

LEA	School	2003			2007			Change	
		% Warning	% Prof	# Tested	% Warning	% Prof	# Tested	Warning	Proficient
Pittsfield	Morningside	7.0%	50.0%	86	25.6%	27.9%	43	19	-22
Plymouth	South Elementary	2.2%	79.1%	134	3.0%	67.2%	134	1	-12
Plymouth	West Elementary	6.3%	64.1%	64	15.7%	58.6%	70	9	-5
Quincy	Lincoln-Hancock	5.1%	52.6%	78	7.6%	51.5%	66	2	-1
Revere	Garfield	13.6%	29.5%	88	4.8%	66.7%	84	-9	37
Robert M. Hughes Academy Charter Sch		4.2%	41.7%	24	13.6%	22.7%	22	9	-19
Salem	Bates	20.0%	35.0%	40	16.4%	40.0%	55	-4	5
Salem	Bentley	1.8%	54.5%	55	16.3%	32.6%	43	14	-22
Seven Hills Charter School		15.1%	50.7%	73	17.8%	31.5%	73	3	-19
Springfield	Boland	21.1%	38.0%	71	33.3%	22.2%	72	12	-16
Springfield	Gerena	13.7%	36.8%	95	32.5%	19.5%	77	19	-17
Springfield	Milton Bradley	25.2%	35.1%	111	29.1%	17.4%	86	4	-18
Springfield	White Street	8.5%	33.8%	71	34.9%	9.3%	43	26	-25
Taunton	Walker	4.5%	47.7%	44	5.9%	52.9%	34	1	5
Ware	Koziol	6.2%	61.9%	97	13.0%	55.0%	100	7	-7
Webster	Sitkowski	11.3%	45.4%	97	17.1%	30.8%	117	6	-15
Westfield	Franklin Avenue	2.6%	79.5%	39	23.3%	40.0%	30	21	-39
Westfield	Highland	9.1%	49.4%	77	6.5%	52.2%	46	-3	3
Westfield	Moseley	9.7%	58.1%	31	5.9%	67.6%	34	-4	10
Worcester	Woodland Academy	32.8%	19.0%	58	45.0%	2.5%	40	12	-16
Worcester	City View	12.3%	42.1%	57	19.4%	20.8%	72	7	-21
Worcester	Goddard	22.0%	31.7%	82	24.7%	18.5%	81	3	-13
Worcester	Lincoln Street	10.3%	41.4%	29	40.0%	12.0%	25	30	-29

**Table G2: Students with Disabilities -- MCAS results by school (Cohort 1)**

LEA	School	2003			2007			Change	
		% Warning	% Prof	# Tested	% Warning	% Prof	# Tested	Warning	Proficient
Athol-Royalston	Sanders Street	^^	^^	3	^^	^^	9		
Boston Renaissance Charter		15.0%	15.0%	20	37.5%	4.2%	24	23	-11
Brockton	Downey	81.5%	7.4%	27	60.9%	4.3%	23	-21	-3
Brockton	Davis	^^	^^	8	20.0%	20.0%	10		
Cambridge	Haggerty	^^	^^	8	15.4%	23.1%	13		
Chelsea	Kelly	^^	^^	6	57.9%	5.3%	19		
Chicopee	Bowe	18.2%	9.1%	11	^^	^^	7		
Chicopee	Stefanik	45.5%	9.1%	11	7.1%	57.1%	14	-38	48
Fall River	Healy	^^	^^	4	^^	^^	6		
Fall River	Doran	^^	^^	9	53.3%	0.0%	15		
Fall River	Laurel Lake	^^	^^	9	^^	^^	3		
Fall River	N.B. Borden	^^	^^	2	^^	^^	2		
Gill-Montague	Sheffield	^^	^^	8	^^	^^	9		
Haverhill	Pentucket Lake	34.8%	8.7%	23	50.0%	25.0%	20	15	16
Lawrence Family Development Charter School		45.5%	18.2%	11	^^	^^	7		
Lawrence	Arlington	80.0%	0.0%	15	46.7%	0.0%	15	-33	0
Lawrence	Frost	75.0%	6.3%	16	35.3%	5.9%	17	-40	0
Lawrence	Wetherbee	^^	^^	6	^^	^^	6		
Lowell Community Charter School		^^	^^	5	^^	^^	7		
Lowell	Murkland	53.8%	0.0%	13	53.3%	0.0%	15	-1	0
Lowell	Bailey	54.5%	0.0%	11	50.0%	8.3%	12	-5	8
Lowell	Greenhalge	47.1%	11.8%	17	64.3%	7.1%	14	17	-5
Malden	Ferryway	50.0%	16.7%	12	^^	^^	9		
Methuen	Tenney	33.3%	25.0%	12	36.8%	26.3%	19	4	1
Neighborhood House Charter School		^^	^^	6	^^	^^	4		
North Adams	Brayton	33.3%	16.7%	12	^^	^^	6		
North Adams	Sullivan	^^	^^	8	^^	^^	8		
Pittsfield	Morningside	^^	^^	9	^^	^^	5		
Plymouth	South Elementary	4.0%	48.0%	25	8.3%	54.2%	24	4	6
Plymouth	West Elementary	33.3%	33.3%	12	57.1%	21.4%	14	24	-12
Quincy	Lincoln-Hancock	^^	^^	9	26.7%	20.0%	15		

^^ Data not included for subgroups with fewer than 10 students

**Table G2 (continued): Students with Disabilities -- MCAS results by school (Cohort 1)**

LEA	School	2003			2007			Change	
		% Warning	% Prof	# Tested	% Warning	% Prof	# Tested	Warning	Proficient
Revere	Garfield	^^	^^	9	36.4%	27.3%	11		
Robert M. Hughes Academy Charter School				0	^^	^^	1		
Salem	Bates	36.4%	9.1%	11	45.5%	9.1%	11	9	0
Salem	Bentley	^^	^^	8	23.1%	30.8%	13		
Seven Hills Charter School				10	^^	^^	9		
Springfield	Boland	76.9%	0.0%	13	73.3%	6.7%	15	-4	7
Springfield	Gerena	41.2%	11.8%	17	52.9%	17.6%	17	12	6
Springfield	Milton Bradley	56.5%	4.3%	23	50.0%	3.8%	26	-7	-1
Springfield	White Street	^^	^^	8	^^	^^	5		
Taunton	Walker	7.1%	0.0%	14	^^	^^	6		
Ware	Koziol	21.4%	7.1%	14	50.0%	0.0%	18	29	-7
Webster	Sitkowski	45.0%	5.0%	20	62.5%	0.0%	16	18	-5
Westfield	Franklin Avenue	^^	^^	6	^^	^^	7		
Westfield	Highland	^^	^^	8	^^	^^	4		
Westfield	Moseley	^^	^^	4	10.0%	20.0%	10		
Worcester	Woodland Academy	^^	^^	7	^^	^^	8		
Worcester	City View	^^	^^	9	45.5%	9.1%	11		
Worcester	Goddard	17.6%	47.1%	17	40.0%	13.3%	15	22	-34
Worcester	Lincoln Street	9.1%	36.4%	11			0		

^^ Data not included for subgroups with fewer than 10 students

**Table G3: Students with Limited English Proficiency -- MCAS results by school (Cohort 1)**

LEA	School	2003			2007			Change	
		% Warning	% Prof	# Tested	% Warning	% Prof	# Tested	Warning	Proficient
Athol-Royalston	Sanders Street			0			0		
Boston Renaissance Charter				0	^^	^^	2		
Brockton	Downey			0	^^	^^	5		
Brockton	Davis	33.3%	5.6%	18	34.8%	17.4%	23	1	12
Cambridge	Haggerty			0			0		
Chelsea	Kelly	13.6%	31.8%	22	33.3%	20.0%	45	20	-12
Chicopee	Bowe	25.0%	5.0%	20	^^	^^	9		
Chicopee	Stefanik	^^	^^	9	0.0%	36.4%	11		
Fall River	Healy	40.0%	13.3%	15			0		
Fall River	Doran	54.5%	0.0%	11	42.9%	21.4%	14	-12	21
Fall River	Laurel Lake			0	^^	^^	4		
Fall River	N.B. Borden			0			0		
Gill-Montague	Sheffield	^^	^^	2	^^	^^	2		
Haverhill	Pentucket Lake			0	^^	^^	3		
Lawrence Family Development Charter School		^^	^^	1	35.0%	5.0%	20		
Lawrence	Arlington	76.5%	8.8%	34	42.9%	14.3%	21	-34	5
Lawrence	Frost	69.2%	7.7%	26	57.1%	21.4%	14	-12	14
Lawrence	Wetherbee	^^	^^	4	23.1%	7.7%	13		
Lowell Community Charter School		40.7%	3.7%	27	50.0%	10.0%	20	9	6
Lowell	Murkland	36.0%	28.0%	25	61.9%	9.5%	21	26	-18
Lowell	Bailey	30.8%	30.8%	13	30.8%	38.5%	13	0	8
Lowell	Greenhalge	28.6%	4.8%	21	25.0%	12.5%	16	-4	8
Malden	Ferryway	^^	^^	9	^^	^^	2		
Methuen	Tenney	^^	^^	3	35.7%	14.3%	14		
Neighborhood House Charter School				0			0		
North Adams	Brayton	^^	^^	1			0		
North Adams	Sullivan	^^	^^	1	^^	^^	1		
Pittsfield	Morningside	^^	^^	1	^^	^^	3		
Plymouth	South Elementary			0			0		
Plymouth	West Elementary			0			0		
Quincy	Lincoln-Hancock	17.6%	35.3%	17	^^	^^	5		

^^ Data not included for subgroups with fewer than 10 students

**Table G3 (continued): Students with Limited English Proficiency -- MCAS results by school (Cohort 1)**

LEA	School	2003			2007			Change	
		% Warning	% Prof	# Tested	% Warning	% Prof	# Tested	Warning	Proficient
Revere	Garfield	40.0%	0.0%	20	^^	^^	5		
	Robert M. Hughes Academy Charter School			0			0		
Salem	Bates			0	^^	^^	1		
Salem	Bentley	8.3%	25.0%	12	^^	^^	9		
	Seven Hills Charter School			0	^^	^^	7		
Springfield	Boland	^^	^^	6	73.7%	0.0%	19		
Springfield	Gerena	^^	^^	5	45.8%	16.7%	24		
Springfield	Milton Bradley	72.2%	0.0%	18	57.1%	4.8%	21	-15	5
Springfield	White Street	23.1%	0.0%	13	^^	^^	8		
Taunton	Walker			0			0		
Ware	Koziol			0	^^	^^	1		
Webster	Sitkowski			0	^^	^^	5		
Westfield	Franklin Avenue	^^	^^	8	^^	^^	4		
Westfield	Highland	27.3%	9.1%	22	13.3%	33.3%	15	-14	24
Westfield	Moseley	^^	^^	1	^^	^^	1		
Worcester	Woodland Academy	^^	^^	9	55.6%	3.7%	27		
Worcester	City View	^^	^^	3	27.3%	9.1%	22		
Worcester	Goddard	50.0%	20.0%	30	37.5%	12.5%	40	-13	-8
Worcester	Lincoln Street	^^	^^	1	^^	^^	8		

^^ Data not included for subgroups with fewer than 10 students

**Table G4: Economically Disadvantaged Students -- MCAS results by school (Cohort 1)**

LEA	School	2003			2007			Change	
		% Warning	% Prof	# Tested	% Warning	% Prof	# Tested	Warning	Proficient
Athol-Royalston	Sanders Street	6.3%	43.8%	16	8.7%	30.4%	23	2	-13
Boston Renaissance Charter		8.6%	44.1%	93	9.4%	62.3%	106	1	18
Brockton	Downey	35.4%	27.7%	65	28.1%	35.9%	64	-7	8
Brockton	Davis	17.9%	30.8%	78	14.3%	38.1%	84	-4	7
Cambridge	Haggerty	^^	^^	8	0.0%	60.0%	10		
Chelsea	Kelly	5.1%	44.1%	59	25.0%	34.8%	92	20	-9
Chicopee	Bowe	22.2%	22.2%	54	20.8%	33.3%	48	-1	11
Chicopee	Stefanik	21.9%	20.3%	64	1.7%	61.7%	60	-20	41
Fall River	Healy	21.4%	32.1%	28	8.3%	50.0%	36	-13	18
Fall River	Doran	24.4%	22.0%	41	26.9%	23.1%	52	3	1
Fall River	Laurel Lake	10.7%	39.3%	28	3.4%	41.4%	29	-7	2
Fall River	N.B. Borden	26.3%	26.3%	19	0.0%	45.0%	20	-26	19
Gill-Montague	Sheffield	13.6%	59.1%	22	12.0%	28.0%	25	-2	-31
Haverhill	Pentucket Lake	15.4%	38.5%	39	17.0%	49.1%	53	2	11
Lawrence Family Development Charter School		11.1%	37.8%	45	11.8%	39.2%	51	1	1
Lawrence	Arlington	43.3%	7.2%	97	23.3%	26.0%	73	-20	19
Lawrence	Frost	34.2%	26.3%	76	17.7%	32.3%	62	-16	6
Lawrence	Wetherbee	34.3%	17.1%	35	14.9%	36.2%	47	-19	19
Lowell Community Charter School		37.9%	6.9%	29	27.6%	39.5%	76	-10	33
Lowell	Murkland	24.0%	32.0%	75	45.5%	13.6%	66	21	-18
Lowell	Bailey	21.1%	42.1%	57	17.2%	44.8%	58	-4	3
Lowell	Greenhalge	23.9%	26.9%	67	23.7%	35.6%	59	0	9
Malden	Ferryway	8.3%	54.2%	48	12.8%	56.4%	39	4	2
Methuen	Tenney	10.8%	35.1%	37	17.2%	25.0%	64	6	-10
Neighborhood House Charter School		8.3%	41.7%	12	9.7%	38.7%	31	1	-3
North Adams	Brayton	14.7%	32.4%	34	16.7%	46.7%	30	2	14
North Adams	Sullivan	21.4%	35.7%	28	24.0%	36.0%	25	3	0
Pittsfield	Morningside	6.8%	45.8%	59	28.6%	25.7%	35	22	-20
Plymouth	South Elementary	0.0%	85.7%	14	0.0%	52.6%	19	0	-33
Plymouth	West Elementary	^^	^^	6	^^	^^	7		
Quincy	Lincoln-Hancock	8.3%	38.9%	36	12.0%	44.0%	25	4	5

^^ Data not included for subgroups with fewer than 10 students

**Table G4 (continued): Economically Disadvantaged Students -- MCAS results by school (Cohort 1)**

LEA	School	2003			2007			Change	
		% Warning	% Prof	# Tested	% Warning	% Prof	# Tested	Warning	Proficient
Revere	Garfield	14.5%	23.2%	69	2.9%	64.3%	70	-12	41
	Robert M. Hughes Academy Charter School	0.0%	61.5%	13	15.0%	20.0%	20	15	-42
Salem	Bates	25.0%	15.0%	20	30.0%	25.0%	20	5	10
Salem	Bentley	4.3%	34.8%	23	13.8%	37.9%	29	9	3
	Seven Hills Charter School	20.0%	42.5%	40	20.0%	25.0%	60	0	-18
Springfield	Boland	22.7%	36.4%	66	32.4%	20.6%	68	10	-16
Springfield	Gerena	14.6%	36.0%	89	33.3%	18.1%	72	19	-18
Springfield	Milton Bradley	28.1%	32.3%	96	30.5%	14.6%	82	2	-18
Springfield	White Street	9.2%	35.4%	65	35.0%	7.5%	40	26	-28
Taunton	Walker	6.3%	25.0%	16	11.8%	35.3%	17	6	10
Ware	Koziol	9.8%	52.9%	51	15.7%	47.1%	51	6	-6
Webster	Sitkowski	12.5%	37.5%	32	24.1%	24.1%	54	12	-13
Westfield	Franklin Avenue	3.3%	80.0%	30	26.9%	42.3%	26	24	-38
Westfield	Highland	15.9%	20.5%	44	8.7%	43.5%	23	-7	23
Westfield	Moseley	17.6%	29.4%	17	4.8%	66.7%	21	-13	37
Worcester	Woodland Academy	36.7%	14.3%	49	41.7%	2.8%	36	5	-12
Worcester	City View	16.3%	32.6%	43	21.9%	18.8%	64	6	-14
Worcester	Goddard	23.0%	29.7%	74	26.0%	18.2%	77	3	-12
Worcester	Lincoln Street	13.0%	34.8%	23	39.1%	8.7%	23	26	-26

^^ Data not included for subgroups with fewer than 10 students



**Table G5: Racial/Ethnic Subgroups-- MCAS results by school (Cohort 1)**

LEA	School	2003 Results											
		White			Asian/Pacific Islander			African American/Black			Hispanic or Latino		
		% Warn	% Prof	# Tested	% Warn	% Prof	# Tested	% Warn	% Prof	# Tested	% Warn	% Prof	# Tested
Athol-Royalston	Sanders Street	9.7%	38.7%	31			0	^^	^^	1	^^	^^	3
Boston Renaissance	Charter	^^	^^	3	^^	^^	4	10.5%	44.8%	143	12.5%	56.3%	16
Brockton	Downey	17.4%	50.0%	46	^^	^^	4	27.5%	25.0%	40	53.3%	26.7%	15
Brockton	Davis	17.5%	55.0%	40	^^	^^	1	15.4%	26.9%	52	7.7%	46.2%	13
Cambridge	Haggerty	0.0%	82.4%	17	^^	^^	1	^^	^^	4	^^	^^	2
Chelsea	Kelly	0.0%	52.4%	21	^^	^^	2	^^	^^	4	5.2%	51.7%	58
Chicopee	Bowe	12.5%	37.5%	40			0	^^	^^	3	25.9%	11.1%	27
Chicopee	Stefanik	26.9%	34.6%	26			0	^^	^^	7	20.0%	22.2%	45
Fall River	Healy	0.0%	66.7%	12	^^	^^	1	^^	^^	3	31.6%	15.8%	19
Fall River	Doran	24.0%	26.0%	50			0	^^	^^	4	^^	^^	3
Fall River	Laurel Lake	13.6%	40.9%	22	^^	^^	2	^^	^^	5	^^	^^	6
Fall River	N.B. Borden	27.3%	18.2%	22			0	^^	^^	1	^^	^^	3
Gill-Montague	Sheffield	9.4%	65.6%	32			0	^^	^^	1	^^	^^	7
Haverhill	Pentucket Lake	10.6%	63.5%	104			0	^^	^^	3	8.3%	33.3%	12
Lawrence Family Development	Charter			0			0	^^	^^	1	11.9%	40.7%	59
Lawrence	Arlington	^^	^^	4			0	^^	^^	2	44.5%	9.1%	110
Lawrence	Frost	10.0%	46.7%	30	^^	^^	4	^^	^^	3	37.0%	24.7%	73
Lawrence	Wetherbee	^^	^^	7	^^	^^	6			0	37.9%	34.5%	29
Lowell Community Charter	School	^^	^^	6	35.7%	14.3%	14	^^	^^	5	43.8%	0.0%	16
Lowell	Murkland	23.5%	23.5%	17	25.6%	34.9%	43	^^	^^	4	17.6%	35.3%	17
Lowell	Bailey	10.8%	54.1%	37	10.5%	68.4%	19	^^	^^	6	23.1%	30.8%	26
Lowell	Greenhalge	22.7%	50.0%	44	21.7%	8.7%	23	^^	^^	5	^^	^^	9
Malden	Ferryway	6.8%	61.4%	44	5.3%	52.6%	19	17.4%	56.5%	23	^^	^^	5
Methuen	Tenney	3.4%	68.5%	89	^^	^^	4	^^	^^	3	17.6%	23.5%	17
Neighborhood House	Charter School	^^	^^	4	^^	^^	1	7.1%	35.7%	14			0
North Adams	Brayton	11.3%	45.2%	62	^^	^^	1	^^	^^	4	^^	^^	1
North Adams	Sullivan	11.8%	47.1%	51			0	^^	^^	1	^^	^^	2
Pittsfield	Morningside	6.3%	51.6%	64	^^	^^	2	15.4%	38.5%	13	^^	^^	7
Plymouth	South Elementary	2.3%	79.5%	132			0	^^	^^	1	^^	^^	1
Plymouth	West Elementary	6.3%	63.5%	63			0			0			0

^^ Data not included for subgroups with fewer than 10 students

**Table G5 (continued): Racial/Ethnic Subgroups-- MCAS results by school (Cohort 1)**

2003 Results													
LEA	School	White			Asian/Pacific Islander			African American/Black			Hispanic or Latino		
		% Warn	% Prof	# Tested	% Warn	% Prof	# Tested	% Warn	% Prof	# Tested	% Warn	% Prof	# Tested
Quincy	Lincoln-Hancock	4.4%	53.3%	45	8.0%	60.0%	25	^^	^^	4	^^	^^	2
Revere	Garfield	10.3%	33.3%	39	24.0%	28.0%	25	^^	^^	6	11.8%	17.6%	17
Robert M. Hughes Academy Charter Sch		^^	^^	3			0	4.8%	42.9%	21			0
Salem	Bates	22.2%	44.4%	27			0	^^	^^	5	^^	^^	8
Salem	Bentley	0.0%	69.7%	33	^^	^^	2			0	5.0%	30.0%	20
Seven Hills Charter School		5.0%	65.0%	40	^^	^^	1	8.3%	41.7%	12	40.0%	25.0%	20
Springfield	Boland	18.2%	36.4%	11			0	24.0%	48.0%	25	20.0%	31.4%	35
Springfield	Gerena	^^	^^	4			0	11.1%	44.4%	27	14.1%	32.8%	64
Springfield	Milton Bradley	5.9%	58.8%	17	^^	^^	3	11.5%	38.5%	26	35.4%	26.2%	65
Springfield	White Street	0.0%	66.7%	12	^^	^^	7	15.8%	36.8%	19	9.1%	21.2%	33
Taunton	Walker	5.1%	51.3%	39			0	^^	^^	3	^^	^^	2
Ware	Koziol	5.4%	63.4%	93			0	^^	^^	3	^^	^^	1
Webster	Sitkowski	9.4%	43.5%	85	^^	^^	2	^^	^^	3	^^	^^	7
Westfield	Franklin Avenue	4.8%	85.7%	21			0	^^	^^	1	0.0%	76.5%	17
Westfield	Highland	9.9%	49.3%	71			0			0	^^	^^	6
Westfield	Moseley	10.3%	62.1%	29			0			0	^^	^^	2
Worcester	A.L.L.	30.4%	21.7%	23	^^	^^	6	^^	^^	6	43.5%	8.7%	23
Worcester	City View	9.7%	58.1%	31	^^	^^	1	^^	^^	5	20.0%	20.0%	20
Worcester	Goddard	4.5%	40.9%	22	18.2%	36.4%	11	^^	^^	3	32.6%	26.1%	46
Worcester	Lincoln Street	^^	^^	6	^^	^^	5	^^	^^	6	9.1%	45.5%	11

^^ Data not included for subgroups with fewer than 10 students

**Table G5 (continued): Racial/Ethnic Subgroups-- MCAS results by school (Cohort 1)**

LEA	School	2007 Results											
		White			Asian/Pacific Islander			African American/Black			Hispanic or Latino		
		% Warn	% Prof	# Tested	% Warn	% Prof	# Tested	% Warn	% Prof	# Tested	% Warn	% Prof	# Tested
Athol-Royalston	Sanders Street	9.4%	43.8%	32			0	^^	^^	4	^^	^^	2
Boston Renaissance Charter				0	^^	^^	1	6.3%	67.0%	112	15.0%	65.0%	20
Brockton	Downey	16.7%	58.3%	24	^^	^^	3	27.8%	25.0%	36	^^	^^	9
Brockton	Davis	0.0%	73.9%	23			0	16.7%	31.7%	60	15.4%	38.5%	13
Cambridge	Haggerty	6.3%	81.3%	16	^^	^^	9	^^	^^	7	^^	^^	2
Chelsea	Kelly	^^	^^	7			0	^^	^^	7	22.0%	38.0%	100
Chicopee	Bowe	11.1%	59.3%	27			0	^^	^^	1	28.0%	12.0%	25
Chicopee	Stefanik	0.0%	62.5%	16			0	^^	^^	1	2.1%	62.5%	48
Fall River	Healy	7.4%	44.4%	27	^^	^^	1	^^	^^	4	^^	^^	7
Fall River	Doran	23.7%	23.7%	38			0	^^	^^	5	35.3%	35.3%	17
Fall River	Laurel Lake	0.0%	52.9%	17	^^	^^	4	^^	^^	4	^^	^^	7
Fall River	N.B. Borden	0.0%	53.8%	13			0	^^	^^	6	^^	^^	2
Gill-Montague	Sheffield	5.3%	47.4%	38			0			0	^^	^^	4
Haverhill	Pentucket Lake	7.9%	69.7%	76			0	^^	^^	4	25.8%	32.3%	31
Lawrence Family Development Charter				0			0	^^	^^	1	12.3%	36.8%	57
Lawrence	Arlington	^^	^^	5			0	^^	^^	3	25.0%	26.4%	72
Lawrence	Frost	0.0%	40.0%	20	^^	^^	7	^^	^^	1	22.4%	29.9%	67
Lawrence	Wetherbee	^^	^^	5	^^	^^	5	^^	^^	1	15.0%	30.0%	40
Lowell Community Charter School		8.3%	66.7%	12	18.5%	33.3%	27	^^	^^	9	29.5%	34.1%	44
Lowell	Murkland	25.0%	8.3%	12	53.3%	16.7%	30	^^	^^	2	43.5%	8.7%	23
Lowell	Bailey	8.6%	68.6%	35	19.4%	41.7%	36	^^	^^	6	^^	^^	9
Lowell	Greenhalge	17.6%	41.2%	34	14.3%	35.7%	14	^^	^^	9	33.3%	33.3%	15
Malden	Ferryway	5.9%	58.8%	17	5.3%	73.7%	19	42.9%	28.6%	14	14.3%	71.4%	14
Methuen	Tenney	9.0%	51.0%	100	^^	^^	2	0.0%	28.6%	7	15.6%	37.5%	32
Neighborhood House Charter School		0.0%	83.3%	12			0	9.5%	23.8%	21	^^	^^	7
North Adams	Brayton	6.5%	51.6%	31			0	^^	^^	3	^^	^^	3
North Adams	Sullivan	10.8%	54.1%	37			0	^^	^^	4	^^	^^	3
Pittsfield	Morningside	20.7%	37.9%	29			0	^^	^^	6	^^	^^	5
Plymouth	South Elementary	3.1%	66.9%	127	^^	^^	2	^^	^^	3	^^	^^	1
Plymouth	West Elementary	14.7%	58.8%	68			0	^^	^^	2			0

^^ Data not included for subgroups with fewer than 10 students

**Table G5 (continued): Racial/Ethnic Subgroups-- MCAS results by school (Cohort 1)**

		2007 Results											
LEA	School	White			Asian/Pacific Islander			African American/Black			Hispanic or Latino		
		% Warn	% Prof	# Tested	% Warn	% Prof	# Tested	% Warn	% Prof	# Tested	% Warn	% Prof	# Tested
Quincy	Lincoln-Hancock	8.9%	44.4%	45	8.3%	83.3%	12	^^	^^	3	^^	^^	4
Revere	Garfield	15.0%	55.0%	20	0.0%	73.3%	15	^^	^^	4	2.8%	63.9%	36
Robert M. Hughes Academy Charter Sch		^^	^^	1	0			14.3%	14.3%	14	^^	^^	6
Salem	Bates	10.3%	46.2%	39	^^	^^	1	^^	^^	3	27.3%	18.2%	11
Salem	Bentley	11.1%	38.9%	18	0			^^	^^	1	17.4%	26.1%	23
Seven Hills Charter School		^^	^^	8	0			12.0%	44.0%	25	27.0%	16.2%	37
Springfield	Boland	41.7%	25.0%	12	0			27.3%	18.2%	11	34.0%	23.4%	47
Springfield	Gerena	^^	^^	3	^^	^^	1	^^	^^	8	31.3%	23.4%	64
Springfield	Milton Bradley	^^	^^	3	0			20.0%	20.0%	25	35.1%	14.0%	57
Springfield	White Street	^^	^^	4	^^	^^	2	30.8%	7.7%	13	45.5%	9.1%	22
Taunton	Walker	9.1%	54.5%	22	0			^^	^^	9	^^	^^	3
Ware	Koziol	11.0%	57.1%	91	^^	^^	1	^^	^^	2	^^	^^	5
Webster	Sitkowski	16.2%	32.3%	99	0			^^	^^	5	10.0%	20.0%	10
Westfield	Franklin Avenue	5.9%	58.8%	17	0			0			46.2%	15.4%	13
Westfield	Highland	4.9%	53.7%	41	^^	^^	1	^^	^^	1	^^	^^	3
Westfield	Moseley	6.9%	65.5%	29	0			^^	^^	1	^^	^^	4
Worcester	A.L.L.	^^	^^	7	^^	^^	2	^^	^^	2	53.8%	3.8%	26
Worcester	City View	15.8%	36.8%	19	^^	^^	4	^^	^^	8	23.7%	15.8%	38
Worcester	Goddard	7.1%	42.9%	14	^^	^^	8	^^	^^	4	35.4%	8.3%	48
Worcester	Lincoln Street	^^	^^	5	0			^^	^^	5	38.5%	0.0%	13

^^ Data not included for subgroups with fewer than 10 students

**Table G6: MCAS results by school (Cohort 2)**

LEA	School	2004			2007			Change	
		% Warning	% Proficient	# Tested	% Warning	% Proficient	# Tested	Warning	Proficient
Boston	Agassiz	37.1%	9.5%	105	20.4%	13.6%	103	-17	4
Boston	Condon	17.0%	21.3%	94	24.2%	23.2%	95	7	2
Boston	Dever	17.9%	27.4%	84	24.6%	30.4%	69	7	3
Boston	Eliot	43.8%	31.3%	32	34.6%	19.2%	26	-9	-12
Boston	Harvard Kent	9.7%	33.3%	72	20.8%	30.2%	53	11	-3
Boston	Mendell	12.5%	45.8%	24	16.0%	36.0%	25	4	-10
Boston	Orchard Gardens	31.7%	14.3%	63	39.7%	8.8%	68	8	-5
Boston	Otis	3.6%	41.1%	56	19.0%	38.1%	42	15	-3
Boston	Perkins	0.0%	48.1%	27	12.5%	37.5%	32	13	-11
Boston	Stone	0.0%	67.9%	28	23.1%	38.5%	26	23	-29
Boston	Tobin	22.9%	14.6%	48	64.4%	8.9%	45	42	-6
Boston	Trotter	22.8%	15.2%	79	24.2%	9.7%	62	1	-6
Chelsea	Berkowitz	5.4%	56.5%	92	10.7%	47.6%	84	5	-9
Haverhill	Golden Hill	12.1%	53.2%	124	15.0%	50.8%	120	3	-2
Holyoke	Kelly	33.8%	9.2%	65	42.6%	14.9%	47	9	6
Holyoke	Lawrence	32.9%	21.4%	70	55.2%	6.0%	67	22	-15
Holyoke	White	25.0%	25.0%	60	34.1%	27.3%	44	9	2
Lawrence	Parthum	14.5%	41.2%	131	19.1%	30.9%	136	5	-10
Leominster	Fall Brook	11.8%	50.7%	152	8.1%	53.2%	124	-4	3
Lynn	Harrington	12.8%	31.4%	86	32.9%	14.5%	76	20	-17
Lynn	Ingalls	23.9%	26.1%	88	24.4%	35.4%	82	1	9
New Bedford	Carney	11.0%	54.9%	91	4.9%	34.1%	82	-6	-21
New Bedford	Hayden-McFadden	17.3%	29.6%	81	17.9%	33.3%	84	1	4
Somerville	East Somerville	13.0%	53.2%	77	8.6%	41.4%	70	-4	-12
Springfield	Homer Street	18.7%	28.0%	75	26.1%	37.0%	46	7	9

**Table G7: Students with Disabilities -- MCAS results by school (Cohort 2)**

LEA	School	2004			2007			Change	
		% Warning	% Proficient	# Tested	% Warning	% Proficient	# Tested	Warning	Proficient
Boston	Agassiz	46.7%	6.7%	15	30.4%	0.0%	23	-16	-7
Boston	Condon	33.3%	25.0%	24	29.6%	18.5%	27	-4	-6
Boston	Dever	29.4%	5.9%	17	50.0%	0.0%	16	21	-6
Boston	Eliot	82.4%	11.8%	17	80.0%	0.0%	10	-2	-12
Boston	Harvard Kent	11.5%	23.1%	26	55.6%	0.0%	9	44	-23
Boston	Mendell	^^	^^	8	^^	^^	9		
Boston	Orchard Gardens	41.2%	5.9%	17	50.0%	5.6%	18	9	0
Boston	Otis	0.0%	0.0%	10	^^	^^	8		
Boston	Perkins	^^	^^	3	30.0%	10.0%	10		
Boston	Stone	^^	^^	8	^^	^^	7		
Boston	Tobin	^^	^^	8	80.0%	0.0%	10		
Boston	Trotter	33.3%	0.0%	12	^^	^^	8		
Chelsea	Berkowitz	16.7%	50.0%	12	^^	^^	8		
Haverhill	Golden Hill	14.3%	0.0%	7	52.6%	21.1%	19	38	21
Holyoke	Kelly	64.7%	0.0%	17	40.0%	10.0%	20	-25	10
Holyoke	Lawrence	37.5%	12.5%	16	77.8%	0.0%	18	40	-13
Holyoke	White	23.5%	0.0%	17	^^	^^	9		
Lawrence	Parthum	54.5%	9.1%	22	38.5%	3.8%	26	-16	-5
Leominster	Fall Brook	42.1%	10.5%	19	28.0%	36.0%	25	-14	25
Lynn	Harrington	20.0%	25.0%	20	64.7%	0.0%	17	45	-25
Lynn	Ingalls	42.9%	14.3%	14	82.4%	0.0%	17	39	-14
New Bedford	Carney	32.0%	24.0%	25	15.4%	23.1%	13	-17	-1
New Bedford	Hayden-McFadden	58.8%	17.6%	17	35.7%	17.9%	28	-23	0
Somerville	East Somerville	25.0%	15.0%	20	11.1%	22.2%	18	-14	7
Springfield	Homer Street	25.0%	25.0%	12	58.3%	8.3%	12	33	-17

^^ Data not included for subgroups with fewer than 10 students

**Table G8: Students with Limited English Proficiency -- MCAS results by school (Cohort 2)**

LEA	School	2004			2007			Change	
		% Warning	% Proficient	# Tested	% Warning	% Proficient	# Tested	Warning	Proficient
Boston	Agassiz	47.8%	4.3%	46	16.3%	4.7%	43	-32	0
Boston	Condon	18.2%	9.1%	11	55.2%	10.3%	29	37	1
Boston	Dever	23.5%	29.4%	17	27.3%	18.2%	22	4	-11
Boston	Eliot			0	^^	^^	4		
Boston	Harvard Kent	10.5%	31.6%	19	26.9%	19.2%	26	16	-12
Boston	Mendell	^^	^^	1	^^	^^	4		
Boston	Orchard Gardens	26.7%	0.0%	15	60.9%	8.7%	23	34	9
Boston	Otis	11.1%	11.1%	18	28.6%	33.3%	21	17	22
Boston	Perkins			0	^^	^^	7		
Boston	Stone			0	^^	^^	2		
Boston	Tobin	31.6%	0.0%	19	71.4%	0.0%	21	40	0
Boston	Trotter	^^	^^	1	^^	^^	3		
Chelsea	Berkowitz	15.4%	30.8%	13	14.3%	42.9%	14	-1	12
Haverhill	Golden Hill	42.4%	9.1%	33	50.0%	14.3%	14	8	5
Holyoke	Kelly	33.8%	9.2%	65	47.4%	15.8%	19	14	7
Holyoke	Lawrence	50.0%	0.0%	20	70.0%	5.0%	20	20	5
Holyoke	White	45.8%	4.2%	24	60.0%	0.0%	10	14	-4
Lawrence	Parthum	31.3%	6.3%	16	34.0%	10.6%	47	3	4
Leominster	Fall Brook	32.3%	19.4%	31	25.0%	25.0%	24	-7	6
Lynn	Harrington	18.4%	26.3%	38	29.8%	10.6%	47	11	-16
Lynn	Ingalls	54.3%	0.0%	35	31.3%	29.2%	48	-23	29
New Bedford	Carney			0			0		
New Bedford	Hayden-McFadden	^^	^^	3	^^	^^	1		
Somerville	East Somerville	26.9%	34.6%	26	11.1%	22.2%	27	-16	-12
Springfield	Homer Street	35.7%	21.4%	14	54.5%	9.1%	11	19	-12

^^ Data not included for subgroups with fewer than 10 students

**Table G9: Economically Disadvantaged Students -- MCAS results by school (Cohort 2)**

LEA	School	2004			2007			Change	
		% Warning	% Proficient	# Tested	% Warning	% Proficient	# Tested	Warning	Proficient
Boston	Agassiz	38.4%	8.1%	99	20.4%	13.3%	98	-18	5
Boston	Condon	16.0%	17.3%	81	23.7%	18.4%	76	8	1
Boston	Dever	18.4%	26.3%	76	23.1%	29.2%	65	5	3
Boston	Eliot	50.0%	25.0%	24	50.0%	5.6%	18	0	-19
Boston	Harvard Kent	9.4%	32.8%	64	20.8%	30.2%	53	11	-3
Boston	Mendell	13.6%	45.5%	22	19.0%	28.6%	21	5	-17
Boston	Orchard Gardens	33.3%	12.3%	57	42.6%	8.2%	61	9	-4
Boston	Otis	4.0%	36.0%	50	19.0%	38.1%	42	15	2
Boston	Perkins	0.0%	48.1%	27	13.3%	40.0%	30	13	-8
Boston	Stone	0.0%	66.7%	27	21.7%	43.5%	23	22	-23
Boston	Tobin	23.9%	13.0%	46	63.2%	10.5%	38	39	-3
Boston	Trotter	23.7%	15.3%	59	24.6%	8.8%	57	1	-6
Chelsea	Berkowitz	6.9%	52.8%	72	12.5%	48.6%	72	6	-4
Haverhill	Golden Hill	25.4%	27.1%	59	22.2%	35.2%	54	-3	8
Holyoke	Kelly	35.5%	8.1%	62	43.2%	13.6%	44	8	6
Holyoke	Lawrence	35.9%	15.6%	64	56.9%	6.2%	65	21	-9
Holyoke	White	27.7%	21.3%	47	38.5%	23.1%	39	11	2
Lawrence	Parthum	16.2%	36.0%	111	21.1%	27.6%	123	5	-8
Leominster	Fall Brook	25.0%	30.6%	36	24.2%	30.3%	33	-1	0
Lynn	Harrington	13.3%	28.9%	83	37.3%	13.4%	67	24	-15
Lynn	Ingalls	27.3%	22.1%	77	25.6%	33.3%	78	-2	11
New Bedford	Carney	10.3%	56.9%	58	1.8%	29.8%	57	-9	-27
New Bedford	Hayden-McFadden	18.1%	27.8%	72	17.9%	35.9%	78	0	8
Somerville	East Somerville	15.6%	46.9%	64	9.5%	38.1%	63	-6	-9
Springfield	Homer Street	18.3%	28.2%	71	24.4%	37.8%	45	6	10

^^ Data not included for subgroups with fewer than 10 students



**Table G10: Racial/Ethnic Subgroups-- MCAS results by school (Cohort 2)**

LEA	School	2004 Results											
		White			Asian/Pacific Islander			African American/Black			Hispanic or Latino		
		% Warn	% Prof	# Tested	% Warn	% Prof	# Tested	% Warn	% Prof	# Tested	% Warn	% Prof	# Tested
Boston	Agassiz	^^	^^	2	^^	^^	1	52.9%	11.8%	17	34.1%	9.4%	85
Boston	Condon	21.7%	21.7%	23	21.4%	28.6%	14	15.9%	18.2%	44	8.3%	25.0%	12
Boston	Dever	^^	^^	7	^^	^^	4	21.2%	18.2%	33	20.5%	23.1%	39
Boston	Eliot	^^	^^	9			0	36.4%	27.3%	11	50.0%	25.0%	12
Boston	Harvard Kent	18.2%	27.3%	11	8.3%	41.7%	24	0.0%	38.1%	21	18.8%	18.8%	16
Boston	Mendell	^^	^^	1			0	^^	^^	9	14.3%	35.7%	14
Boston	Orchard Gardens	^^	^^	1			0	34.2%	21.1%	38	25.0%	4.2%	24
Boston	Otis	6.3%	18.8%	16	^^	^^	4	^^	^^	1	2.9%	51.4%	35
Boston	Perkins	^^	^^	2	^^	^^	5	0.0%	45.5%	11	^^	^^	9
Boston	Stone			0			0	0.0%	65.2%	23	^^	^^	5
Boston	Tobin			0	^^	^^	1	20.0%	26.7%	15	25.0%	6.3%	32
Boston	Trotter			0			0	23.8%	15.9%	63	15.4%	15.4%	13
Chelsea	Berkowitz	0.0%	68.4%	19	^^	^^	5	^^	^^	7	6.7%	50.0%	60
Fall River	Slade	8.7%	43.5%	23	^^	^^	1	^^	^^	6	^^	^^	3
Haverhill	Golden Hill	2.3%	69.3%	88	^^	^^	4	^^	^^	2	43.3%	6.7%	30
Holyoke	Kelly	^^	^^	6	^^	^^	1	^^	^^	3	38.2%	3.6%	55
Holyoke	Lawrence	7.7%	61.5%	13			0	^^	^^	2	40.0%	10.9%	55
Holyoke	White	8.3%	50.0%	12	^^	^^	1			0	29.8%	19.1%	47
Lawrence	Parthum	6.5%	51.6%	31	^^	^^	1	^^	^^	8	17.6%	36.3%	91
Leominster	Fall Brook	5.6%	60.2%	108	^^	^^	1	^^	^^	5	32.4%	18.9%	37
Lynn	Harrington	7.1%	50.0%	14	^^	^^	6	7.1%	28.6%	14	15.4%	25.0%	52
Lynn	Ingalls	0.0%	53.3%	15	15.4%	7.7%	13	0.0%	41.7%	12	39.6%	18.8%	48
New Bedford	Carney	14.6%	58.5%	41			0	12.9%	54.8%	31	0.0%	44.4%	18
New Bedford	Hayden-McFadden	17.1%	26.8%	41			0	23.1%	38.5%	13	16.0%	28.0%	25
Somerville	East Somerville	9.5%	81.0%	21	^^	^^	5	^^	^^	5	15.2%	41.3%	46
Springfield	Homer Street	^^	^^	3	^^	^^	1	13.8%	27.6%	29	23.8%	28.6%	42

^^ Data not included for subgroups with fewer than 10 students

**Table G10 (continued): Racial/Ethnic Subgroups-- MCAS results by school (Cohort 2)**

2007 Results													
LEA	School	White			Asian/Pacific Islander			African American/Black			Hispanic or Latino		
		% Warn	% Prof	# Tested	% Warn	% Prof	# Tested	% Warn	% Prof	# Tested	% Warn	% Prof	# Tested
Boston	Agassiz	^^	^^	6			0	35.7%	14.3%	14	19.3%	13.3%	83
Boston	Condon	0.0%	45.5%	11	20.0%	30.0%	10	32.6%	13.0%	46	19.2%	30.8%	26
Boston	Dever	^^	^^	4	^^	^^	4	28.6%	28.6%	28	21.2%	30.3%	33
Boston	Eliot	8.3%	41.7%	12			0	^^	^^	3	63.6%	0.0%	11
Boston	Harvard Kent	^^	^^	4	30.4%	26.1%	23	8.3%	41.7%	12	15.4%	30.8%	13
Boston	Mendell			0	^^	^^	1	18.2%	45.5%	11	15.4%	23.1%	13
Boston	Orchard Gardens	^^	^^	2			0	31.4%	8.6%	35	51.6%	6.5%	31
Boston	Otis	28.6%	42.9%	14	^^	^^	1	^^	^^	1	15.4%	34.6%	26
Boston	Perkins	^^	^^	6	^^	^^	3	25.0%	16.7%	12	^^	^^	9
Boston	Stone			0	^^	^^	1	25.0%	40.0%	20	^^	^^	4
Boston	Tobin	^^	^^	1			0	72.7%	9.1%	11	61.3%	6.5%	31
Boston	Trotter	^^	^^	2			0	26.9%	7.7%	52	^^	^^	8
Chelsea	Berkowitz	^^	^^	9	^^	^^	1	^^	^^	9	10.8%	41.5%	65
Haverhill	Golden Hill	11.4%	58.0%	88	^^	^^	1	^^	^^	2	24.1%	31.0%	29
Holyoke	Kelly	^^	^^	3			0	^^	^^	2	45.2%	14.3%	42
Holyoke	Lawrence	^^	^^	4	^^	^^	2	^^	^^	2	57.6%	5.1%	59
Holyoke	White	^^	^^	8	^^	^^	1	^^	^^	2	42.4%	18.2%	33
Lawrence	Parthum	6.3%	50.0%	16	^^	^^	3	^^	^^	1	20.7%	26.7%	116
Leominster	Fall Brook	3.4%	56.8%	88	^^	^^	3	^^	^^	5	25.9%	44.4%	27
Lynn	Harrington	30.8%	7.7%	13	^^	^^	3	60.0%	13.3%	15	24.4%	14.6%	41
Lynn	Ingalls	^^	^^	7	^^	^^	5	20.0%	40.0%	10	28.1%	33.3%	57
New Bedford	Carney	14.3%	33.3%	21			0	0.0%	36.4%	22	3.7%	29.6%	27
New Bedford	Hayden-McFadden	25.6%	32.6%	43	^^	^^	1	18.2%	18.2%	11	7.1%	39.3%	28
Somerville	East Somerville	0.0%	68.8%	16	^^	^^	1	^^	^^	9	13.6%	25.0%	44
Springfield	Homer Street	^^	^^	3			0	6.3%	62.5%	16	38.5%	23.1%	26

^^ Data not included for subgroups with fewer than 10 students

**Table G11: MCAS results by school (Cohort 3)**

LEA	School	2005			2007			Change	
		% Warning	% Proficient	# Tested	% Warning	% Proficient	# Tested	Warning	Proficient
Community Day Charter School		2.1%	54.2%	48	20.8%	33.3%	24	19	-21
Greenfield	Newton	0.0%	41.7%	24	8.0%	40.0%	25	8	-2
Narragansett	Baldwinville	4.4%	60.0%	45	4.9%	56.1%	41	0	-4
Southbridge	Charlton Street	6.5%	52.7%	186	12.6%	45.5%	167	6	-7
West Springfield	Coburn	8.2%	50.8%	61	1.7%	63.8%	58	-6	13

**Table G12: Students with Disabilities -- MCAS results by school (Cohort 3)**

LEA	School	2005			2007			Change	
		% Warning	% Proficient	# Tested	% Warning	% Proficient	# Tested	Warning	Proficient
Community Day Charter School		^^	^^	5	^^	^^	7		
Greenfield	Newton	^^	^^	4	^^	^^	6		
Narragansett	Baldwinville	10.0%	30.0%	10	^^	^^	8		
Southbridge	Charlton Street	7.1%	42.9%	28	36.7%	16.7%	30	30	-26
West Springfield	Coburn	20.0%	40.0%	10	10.0%	20.0%	10	-10	-20

^^ Data not included for subgroups with fewer than 10 students

**Table G13: Students with Limited English Proficiency -- MCAS results by school (Cohort 3)**

LEA	School	2005			2007			Change	
		% Warning	% Proficient	# Tested	% Warning	% Proficient	# Tested	Warning	Proficient
Community Day Charter School		6.7%	20.0%	15	^^	^^	6		
Greenfield	Newton	^^	^^	1	^^	^^	1		
Narragansett	Baldwinville			0	^^	^^	1		
Southbridge	Charlton Street	^^	^^	5	^^	^^	9		
West Springfield	Coburn	28.6%	7.1%	14	0.0%	25.0%	12	-29	18

^^ Data not included for subgroups with fewer than 10 students

**Table G14: Economically Disadvantaged Students -- MCAS results by school (Cohort 3)**

LEA	School	2005			2007			Change	
		% Warning	% Proficient	# Tested	% Warning	% Proficient	# Tested	Warning	Proficient
Community Day Charter School		2.9%	50.0%	34	31.3%	31.3%	16	28	-19
Greenfield	Newton	0.0%	37.5%	16	10.0%	35.0%	20	10	-3
Narragansett	Baldwinville	0.0%	54.5%	11	0.0%	41.7%	12	0	-13
Southbridge	Charlton Street	9.4%	49.1%	106	14.4%	35.6%	104	5	-13
West Springfield	Coburn	9.1%	47.7%	44	2.6%	56.4%	39	-7	9

^^ Data not included for subgroups with fewer than 10 students

**Table G15: Racial/Ethnic Subgroups-- 2005 MCAS results by school (Cohort 3)**

LEA	School	2005 Results											
		White			Asian/Pacific Islander			African American/Black			Hispanic or Latino		
		% Warn	% Prof	# Tested	% Warn	% Prof	# Tested	% Warn	% Prof	# Tested	% Warn	% Prof	# Tested
Community Day Charter School		^^	^^	5	^^	^^	2	^^	^^	1	2.5%	50.0%	40
Greenfield	Newton	0.0%	47.6%	21	^^	^^	1			0	^^	^^	2
Narragansett	Baldwinville	4.4%	60.0%	45			0			0			0
Southbridge	Charlton Street	4.0%	58.4%	125	^^	^^	2			0	11.9%	39.0%	59
West Springfield	Coburn	9.8%	43.9%	41	^^	^^	3	^^	^^	4	7.7%	46.2%	13
LEA	School	2007 Results											
		White			Asian/Pacific Islander			African American/Black			Hispanic or Latino		
		% Warn	% Prof	# Tested	% Warn	% Prof	# Tested	% Warn	% Prof	# Tested	% Warn	% Prof	# Tested
Community Day Charter School		^^	^^	4			0			0	25.0%	20.0%	20
Greenfield	Newton	6.3%	31.3%	16	^^	^^	2	^^	^^	1	^^	^^	6
Narragansett	Baldwinville	5.1%	56.4%	39			0	^^	^^	1	^^	^^	1
Southbridge	Charlton Street	8.9%	57.4%	101	^^	^^	3	^^	^^	1	17.7%	27.4%	62
West Springfield	Coburn	2.6%	68.4%	38	^^	^^	2	^^	^^	2	0.0%	60.0%	15

^^ Data not included for subgroups with fewer than 10 students

**Table G16: MCAS results by school (Silber)**

Cohort	LEA	School	2005			2007			Change	
			% Warning	% Proficient	# Tested	% Warning	% Proficient	# Tested	Warning	Proficient
JSER 1	Adams-Cheshire	C.T. Plunkett	3.2%	53.2%	94	7.0%	44.2%	86	4	-9
JSER 1	Gardner	Sauter	0.0%	82.4%	74	3.9%	49.4%	77	4	-33
JSER 1	Gloucester	Fuller	8.7%	45.7%	92	10.6%	25.8%	66	2	-20
JSER 2	Boston	Bates	27.9%	25.6%	43	17.5%	45.0%	40	-10	19
JSER 2	Boston	O'Donnell	21.2%	15.2%	33	12.9%	38.7%	31	-8	24
JSER 2	Brockton	Huntington	11.5%	42.3%	52	25.4%	19.4%	67	14	-23
JSER 2	Chelsea	Sokolowski	19.6%	25.9%	112	21.3%	28.1%	89	2	2
JSER 2	Chicopee	Selser	7.3%	38.2%	55	17.3%	42.3%	52	10	4
JSER 2	Easthampton	Maple	2.6%	55.3%	38	11.1%	55.6%	36	8	0
JSER 2	Fall River	North End	21.9%	29.7%	64	10.4%	32.8%	67	-11	3
JSER 2	Fall River	Small	13.0%	43.5%	23	12.0%	36.0%	25	-1	-7
JSER 2	Haverhill	Silver Hill	4.9%	62.3%	61	10.2%	59.3%	59	5	-3
JSER 2	Holyoke	Morgan	27.7%	14.5%	83	63.1%	6.2%	65	35	-8
JSER 2	Lawrence	Guilmette	35.4%	15.9%	113	35.7%	24.1%	112	0	8
JSER 2	Leominster	Northwest	9.8%	57.6%	132	9.0%	55.2%	134	-1	-2
JSER 2	Lowell	Morey	22.6%	17.7%	62	31.3%	17.9%	67	9	0
JSER 2	Lowell	Varnum Arts	15.8%	31.6%	38	16.1%	45.2%	31	0	14
JSER 2	Marlborough	Kane	7.7%	65.4%	104	4.0%	54.5%	99	-4	-11
JSER 2	Methuen	Timony	14.6%	51.7%	151	5.5%	56.6%	145	-9	5
JSER 2	New Bedford	Ottiwell	4.9%	43.9%	41	14.9%	42.6%	47	10	-1
JSER 2	North Adams	Greylock	9.7%	51.6%	31	2.6%	60.5%	38	-7	9
JSER 2	Pittsfield	Conte	3.2%	66.7%	63	5.8%	55.1%	69	3	-12
JSER 2	Quincy	Snug Harbor	6.7%	42.2%	45	3.0%	30.3%	33	-4	-12
JSER 2	Revere	Paul Revere	1.9%	51.9%	52	13.6%	45.5%	44	12	-6
JSER 2	Salem	Horace Mann	28.6%	34.3%	35	19.0%	54.8%	42	-10	20
JSER 2	Springfield	Brightwood	12.5%	27.1%	48	25.5%	39.2%	51	13	12
JSER 2	Springfield	DeBerry	11.1%	22.2%	36	25.7%	17.1%	35	15	-5
JSER 2	Taunton	Leddy	17.1%	51.2%	41	0.0%	35.0%	20	-17	-16
JSER 2	Wareham	Minot-Forest	2.7%	58.0%	112	7.3%	49.6%	123	5	-8
JSER 2	Westfield	Gibbs	0.0%	75.6%	41	5.6%	50.0%	18	6	-26
JSER 2	Worcester	Canterbury Street	11.4%	36.4%	44	31.3%	27.1%	48	20	-9
JSER 2	Worcester	Chandler Magnet	37.5%	16.7%	48	25.7%	17.1%	35	-12	0
JSER 3	Dennis-Yarmouth	Station Avenue	10.1%	46.8%	79	14.7%	52.3%	109	5	5
JSER 3	Greenfield	Four Corners	6.9%	51.7%	29	5.9%	55.9%	34	-1	4

Cohort	LEA	School	2005			2007			Change	
			% Warning	% Proficient	# Tested	% Warning	% Proficient	# Tested	Warning	Proficient
JSER 1	Adams-Cheshire	C.T. Plunkett	5.3%	42.1%	19	^^	^^	9		
JSER 1	Gardner	Sauter	^^	^^	9	27.3%	36.4%	11		
JSER 1	Gloucester	Fuller	21.1%	42.1%	19	20.0%	13.3%	15	-1	-29
JSER 2	Boston	Bates	^^	^^	8	^^	^^	6		
JSER 2	Boston	O'Donnell	^^	^^	4	^^	^^	3		
JSER 2	Brockton	Huntington	^^	^^	4	50.0%	10.0%	10		
JSER 2	Chelsea	Sokolowski	47.4%	10.5%	19	50.0%	8.3%	12	3	-2
JSER 2	Chicopee	Selser	^^	^^	5	^^	^^	7		
JSER 2	Easthampton	Maple	0.0%	40.0%	10	27.3%	27.3%	11	27	-13
JSER 2	Fall River	North End	^^	^^	8	10.0%	60.0%	10		
JSER 2	Fall River	Small	^^	^^	2	^^	^^	2		
JSER 2	Haverhill	Silver Hill	^^	^^	8	^^	^^	6		
JSER 2	Holyoke	Morgan	16.7%	13.3%	30	70.8%	0.0%	24	54	-13
JSER 2	Lawrence	Guilmette	85.0%	0.0%	20	87.5%	0.0%	16	3	0
JSER 2	Leominster	Northwest	36.4%	18.2%	22	50.0%	7.1%	14	14	-11
JSER 2	Lowell	Morey	40.0%	10.0%	10	^^	^^	7		
JSER 2	Lowell	Varnum Arts	33.3%	8.3%	12	^^	^^	4		
JSER 2	Marlborough	Kane	17.4%	47.8%	23	4.2%	37.5%	24	-13	-10
JSER 2	Methuen	Timony	35.3%	23.5%	17	16.7%	11.1%	18	-19	-12
JSER 2	New Bedford	Ottiwell	^^	^^	4	40.0%	30.0%	10		
JSER 2	North Adams	Greylock	^^	^^	7	^^	^^	7		
JSER 2	Pittsfield	Conte	^^	^^	7	0.0%	45.5%	11		
JSER 2	Quincy	Snug Harbor	17.6%	29.4%	17	^^	^^	8		
JSER 2	Revere	Paul Revere	^^	^^	6	46.2%	38.5%	13		
JSER 2	Salem	Horace Mann	66.7%	8.3%	12	^^	^^	9		
JSER 2	Springfield	Brightwood	^^	^^	7	^^	^^	8		
JSER 2	Springfield	DeBerry	^^	^^	7	^^	^^	5		
JSER 2	Taunton	Leddy	^^	^^	2	^^	^^	1		
JSER 2	Wareham	Minot-Forest	6.3%	25.0%	16	46.2%	23.1%	13	40	-2
JSER 2	Westfield	Gibbs	^^	^^	4	^^	^^	3		
JSER 2	Worcester	Canterbury Street	^^	^^	7	73.3%	6.7%	15		
JSER 2	Worcester	Chandler Magnet	43.8%	18.8%	16	^^	^^	3		
JSER 3	Dennis-Yarmouth	Station Avenue	46.2%	0.0%	13	57.1%	9.5%	21	11	10
JSER 3	Greenfield	Four Corners	^^	^^	5	^^	^^	7		

^^ Data not included for subgroups with fewer than 10 students

Table 2.10: Schools with Highest and Lowest Proficiency Rates by Cohort and School Type (2005-2007)

Cohort	LEA	School	2005			2007			Change	
			% Warning	% Proficient	# Tested	% Warning	% Proficient	# Tested	Warning	Proficient
JSER 1	Adams-Cheshire	C.T. Plunkett			0			0		
JSER 1	Gardner	Sauter			0	^^	^^	2		
JSER 1	Gloucester	Fuller			0	^^	^^	2		
JSER 2	Boston	Bates	^^	^^	3	^^	^^	4		
JSER 2	Boston	O'Donnell	23.1%	15.4%	13	^^	^^	7		
JSER 2	Brockton	Huntington	^^	^^	1	28.0%	4.0%	25		
JSER 2	Chelsea	Sokolowski	39.3%	3.6%	28	38.5%	0.0%	13	-1	-4
JSER 2	Chicopee	Selser	30.0%	20.0%	10	^^	^^	8		
JSER 2	Easthampton	Maple			0	^^	^^	1		
JSER 2	Fall River	North End	33.3%	16.7%	12	26.7%	20.0%	15	-7	3
JSER 2	Fall River	Small	^^	^^	1	^^	^^	8		
JSER 2	Haverhill	Silver Hill	^^	^^	4	^^	^^	6		
JSER 2	Holyoke	Morgan	57.1%	3.6%	28	76.7%	3.3%	30	20	0
JSER 2	Lawrence	Guilmette	44.4%	0.0%	18	45.5%	13.6%	44	1	14
JSER 2	Leominster	Northwest	33.3%	20.8%	24	5.6%	44.4%	18	-28	24
JSER 2	Lowell	Morey	18.2%	18.2%	11	32.1%	14.3%	28	14	-4
JSER 2	Lowell	Varnum Arts	^^	^^	4	35.7%	35.7%	14		
JSER 2	Marlborough	Kane	15.4%	38.5%	13	11.1%	16.7%	18	-4	-22
JSER 2	Methuen	Timony	37.5%	6.3%	16	^^	^^	4		
JSER 2	New Bedford	Ottiwell			0			0		
JSER 2	North Adams	Greylock	^^	^^	2			0		
JSER 2	Pittsfield	Conte	18.2%	45.5%	11	^^	^^	7		
JSER 2	Quincy	Snug Harbor	^^	^^	9	^^	^^	8		
JSER 2	Revere	Paul Revere	^^	^^	9	30.0%	20.0%	10		
JSER 2	Salem	Horace Mann	^^	^^	1			0		
JSER 2	Springfield	Brightwood	27.8%	11.1%	18	61.5%	0.0%	13	34	-11
JSER 2	Springfield	DeBerry	26.7%	13.3%	15	^^	^^	9		
JSER 2	Taunton	Leddy			0			0		
JSER 2	Wareham	Minot-Forest			0			0		
JSER 2	Westfield	Gibbs			0			0		
JSER 2	Worcester	Canterbury Street	10.0%	10.0%	10	34.8%	26.1%	23	25	16
JSER 2	Worcester	Chandler Magnet	50.0%	6.3%	32	47.1%	5.9%	17	-3	0
JSER 3	Dennis-Yarmouth	Station Avenue	^^	^^	7	^^	^^	6		
JSER 3	Greenfield	Four Corners	^^	^^	2	^^	^^	2		

^^ Data not included for subgroups with fewer than 10 students

**Table G19: Economically Disadvantaged Students -- MCAS results by school (Silber)**

Cohort	LEA	School	2005			2007			Change	
			% Warning	% Proficient	# Tested	% Warning	% Proficient	# Tested	Warning	Proficient
JSER 1	Adams-Cheshire	C.T. Plunkett	2.9%	41.2%	34	12.2%	31.7%	41	9	-9
JSER 1	Gardner	Sauter	0.0%	80.0%	20	7.4%	33.3%	27	7	-47
JSER 1	Gloucester	Fuller	17.5%	25.0%	40	13.5%	27.0%	37	-4	2
JSER 2	Boston	Bates	30.3%	18.2%	33	20.6%	35.3%	34	-10	17
JSER 2	Boston	O'Donnell	22.6%	16.1%	31	14.8%	37.0%	27	-8	21
JSER 2	Brockton	Huntington	15.0%	37.5%	40	27.6%	15.5%	58	13	-22
JSER 2	Chelsea	Sokolowski	20.6%	20.6%	97	21.1%	26.3%	76	0	6
JSER 2	Chicopee	Selser	9.8%	36.6%	41	18.9%	37.8%	37	9	1
JSER 2	Easthampton	Maple	0.0%	33.3%	12	8.3%	41.7%	12	8	8
JSER 2	Fall River	North End	22.9%	25.0%	48	14.6%	25.0%	48	-8	0
JSER 2	Fall River	Small	14.3%	42.9%	21	13.0%	30.4%	23	-1	-12
JSER 2	Haverhill	Silver Hill	5.9%	55.9%	34	12.5%	57.5%	40	7	2
JSER 2	Holyoke	Morgan	30.6%	8.3%	72	62.3%	6.6%	61	32	-2
JSER 2	Lawrence	Guilmette	38.1%	16.5%	97	37.3%	23.5%	102	-1	7
JSER 2	Leominster	Northwest	18.3%	43.3%	60	8.6%	54.3%	70	-10	11
JSER 2	Lowell	Morey	24.5%	12.2%	49	35.1%	14.0%	57	11	2
JSER 2	Lowell	Varnum Arts	17.6%	29.4%	34	20.8%	45.8%	24	3	16
JSER 2	Marlborough	Kane	12.0%	52.0%	25	4.3%	39.1%	23	-8	-13
JSER 2	Methuen	Timony	20.3%	39.0%	59	11.1%	35.6%	45	-9	-3
JSER 2	New Bedford	Ottiwell	5.7%	40.0%	35	13.5%	37.8%	37	8	-2
JSER 2	North Adams	Greylock	16.7%	50.0%	18	5.3%	42.1%	19	-11	-8
JSER 2	Pittsfield	Conte	3.9%	60.8%	51	7.0%	49.1%	57	3	-12
JSER 2	Quincy	Snug Harbor	8.6%	37.1%	35	3.0%	30.3%	33	-6	-7
JSER 2	Revere	Paul Revere	0.0%	42.9%	28	16.7%	43.3%	30	17	0
JSER 2	Salem	Horace Mann	40.0%	25.0%	20	31.6%	31.6%	19	-8	7
JSER 2	Springfield	Brightwood	13.3%	24.4%	45	26.0%	38.0%	50	13	14
JSER 2	Springfield	DeBerry	11.1%	22.2%	36	25.7%	17.1%	35	15	-5
JSER 2	Taunton	Leddy	14.8%	51.9%	27	0.0%	31.3%	16	-15	-21
JSER 2	Wareham	Minot-Forest	2.3%	37.2%	43	13.0%	33.3%	54	11	-4
JSER 2	Westfield	Gibbs	0.0%	72.2%	18	^^	^^	9		
JSER 2	Worcester	Canterbury Street	9.8%	34.1%	41	31.3%	27.1%	48	21	-7
JSER 2	Worcester	Chandler Magnet	39.1%	17.4%	46	30.0%	13.3%	30	-9	-4
JSER 3	Dennis-Yarmouth	Station Avenue	20.0%	33.3%	30	20.9%	32.6%	43	1	-1
JSER 3	Greenfield	Four Corners	11.8%	47.1%	17	11.1%	50.0%	18	-1	3

^^ Data not included for subgroups with fewer than 10 students

**Table G20: Racial/Ethnic Subgroups -- MCAS results by school (Silber)**



			2005 Results											
Cohort	LEA	School	White			Asian/Pacific Islander			African American/Black			Hispanic or Latino		
			% Warn	% Prof	# Tested	% Warn	% Prof	# Tested	% Warn	% Prof	# Tested	% Warn	% Prof	# Tested
JSER 1	Adams-Cheshire	C.T. Plunkett	3.4%	55.7%	88			0	^^	^^	6			
JSER 1	Gardner	Sauter	0.0%	84.4%	64	^^	^^	2	^^	^^	2	^^	^^	
JSER 1	Gloucester	Fuller	8.1%	44.2%	86	^^	^^	2	^^	^^	2	^^	^^	
JSER 2	Boston	Bates	^^	^^	4	^^	^^	1	25.0%	31.3%	32	^^	^^	
JSER 2	Boston	O'Donnell	^^	^^	8	^^	^^	2			0	17.4%	17.4%	
JSER 2	Brockton	Huntington	0.0%	44.4%	18	^^	^^	1	19.0%	33.3%	21	16.7%	50.0%	
JSER 2	Chelsea	Sokolowski	^^	^^	8	^^	^^	3	10.0%	20.0%	10	20.9%	28.6%	
JSER 2	Chicopee	Selser	3.1%	40.6%	32	^^	^^	2	^^	^^	3	11.1%	27.8%	
JSER 2	Easthampton	Maple	2.8%	55.6%	36	^^	^^	1			0	^^	^^	
JSER 2	Fall River	North End	22.0%	34.1%	41	^^	^^	4	25.0%	25.0%	12	^^	^^	
JSER 2	Fall River	Small	11.8%	52.9%	17	^^	^^	2	^^	^^	1	^^	^^	
JSER 2	Haverhill	Silver Hill	6.5%	69.6%	46	^^	^^	1			0	0.0%	42.9%	
JSER 2	Holyoke	Morgan	12.5%	50.0%	16	^^	^^	1	^^	^^	4	32.3%	6.5%	
JSER 2	Lawrence	Guilmette	^^	^^	7	^^	^^	4			0	35.3%	13.7%	
JSER 2	Leominster	Northwest	6.0%	66.3%	83	^^	^^	7	^^	^^	8	15.2%	45.5%	
JSER 2	Lowell	Morey	23.8%	23.8%	21	23.1%	19.2%	26	^^	^^	2	23.1%	7.7%	
JSER 2	Lowell	Varnum Arts	15.8%	31.6%	19	^^	^^	3	^^	^^	3	15.4%	15.4%	
JSER 2	Marlborough	Kane	6.8%	75.7%	74	^^	^^	4	^^	^^	6	15.8%	42.1%	
JSER 2	Methuen	Timony	10.8%	60.8%	102	^^	^^	7	^^	^^	3	17.9%	33.3%	
JSER 2	New Bedford	Ottiwell	6.1%	42.4%	33			0	^^	^^	4	^^	^^	
JSER 2	North Adams	Greylock	7.1%	53.6%	28			0			0	^^	^^	
JSER 2	Pittsfield	Conte	0.0%	73.7%	38			0	0.0%	69.2%	13	16.7%	41.7%	
JSER 2	Quincy	Snug Harbor	0.0%	75.0%	16	14.3%	28.6%	14	0.0%	25.0%	12	^^	^^	
JSER 2	Revere	Paul Revere	0.0%	64.5%	31	^^	^^	3	^^	^^	1	5.9%	29.4%	
JSER 2	Salem	Horace Mann	15.0%	45.0%	20			0	^^	^^	4	54.5%	18.2%	
JSER 2	Springfield	Brightwood	^^	^^	2			0	9.1%	36.4%	11	14.3%	25.7%	
JSER 2	Springfield	DeBerry	^^	^^	1			0	^^	^^	8	14.8%	11.1%	
JSER 2	Taunton	Leddy	15.2%	57.6%	33			0	^^	^^	7	^^	^^	
JSER 2	Wareham	Minot-Forest	3.2%	62.1%	95			0	0.0%	35.7%	14	^^	^^	
JSER 2	Westfield	Gibbs	0.0%	75.7%	37			0	^^	^^	1	^^	^^	
JSER 2	Worcester	Canterbury Street	20.0%	46.7%	15	^^	^^	7	^^	^^	9	7.7%	23.1%	
JSER 2	Worcester	Chandler Magnet	8.3%	25.0%	12			0	^^	^^	5	54.8%	9.7%	
JSER 3	Dennis-Yarmouth	Station Avenue	11.0%	47.9%	73	^^	^^	2	^^	^^	1	^^	^^	
JSER 3	Greenfield	Four Corners	4.2%	58.3%	24			0	^^	^^	2	^^	^^	

^^ Data not included for subgroups with fewer than 10 students

Table C20 (continued): Racial/Ethnic Subgroups - MCAS results by school (Silver)

			2005 Results											
Cohort	LEA	School	White			Asian/Pacific Islander			African American/Black			Hispanic or Latino		
			% Warn	% Prof	# Tested	% Warn	% Prof	# Tested	% Warn	% Prof	# Tested	% Warn	% Prof	# Tested
JSER 1	Adams-Cheshire	C.T. Plunkett	7.8%	45.5%	77			0	^^	^^	6	0.0%	100.0%	
JSER 1	Gardner	Sauter	3.0%	49.3%	67			0	^^	^^	3	20.0%	40.0%	
JSER 1	Gloucester	Fuller	8.6%	27.6%	58			0			0	28.6%	14.3%	
JSER 2	Boston	Bates	^^	^^	2	^^	^^	2	5.3%	47.4%	19	37.5%	25.0%	
JSER 2	Boston	O'Donnell	^^	^^	7	^^	^^	3	^^	^^	3	11.1%	33.3%	
JSER 2	Brockton	Huntington	25.0%	31.3%	16	^^	^^	4	27.5%	12.5%	40	20.0%	0.0%	
JSER 2	Chelsea	Sokolowski	^^	^^	7	^^	^^	2	^^	^^	2	20.5%	25.6%	
JSER 2	Chicopee	Selser	12.9%	38.7%	31	^^	^^	1	^^	^^	1	27.8%	38.9%	
JSER 2	Easthampton	Maple	10.7%	53.6%	28	^^	^^	3			0	0.0%	80.0%	
JSER 2	Fall River	North End	9.3%	39.5%	43	^^	^^	2	^^	^^	6	13.3%	20.0%	
JSER 2	Fall River	Small	14.3%	28.6%	14	^^	^^	5	^^	^^	4	50.0%	50.0%	
JSER 2	Haverhill	Silver Hill	2.6%	63.2%	38	^^	^^	1	^^	^^	4	31.3%	50.0%	
JSER 2	Holyoke	Morgan	^^	^^	2			0	^^	^^	1	66.1%	4.8%	
JSER 2	Lawrence	Guilmette	^^	^^	7	^^	^^	3	^^	^^	1	38.6%	20.8%	
JSER 2	Leominster	Northwest	9.0%	59.6%	89	^^	^^	5	^^	^^	7	10.3%	48.3%	
JSER 2	Lowell	Morey	23.5%	29.4%	17	33.3%	14.3%	42	0.0%	0.0%	1	42.9%	14.3%	
JSER 2	Lowell	Varnum Arts	10.0%	50.0%	10	^^	^^	7	0.0%	75.0%	4	10.0%	50.0%	
JSER 2	Marlborough	Kane	0.0%	61.9%	63	^^	^^	5	0.0%	50.0%	2	14.3%	32.1%	
JSER 2	Methuen	Timony	5.0%	60.0%	100	^^	^^	6	28.6%	28.6%	7	3.3%	46.7%	
JSER 2	New Bedford	Ottiwell	17.6%	41.2%	34	^^	^^	1	0.0%	66.7%	6	25.0%	25.0%	
JSER 2	North Adams	Greylock	2.9%	57.1%	35			0	#N/A	#N/A	#N/A	0.0%	100.0%	
JSER 2	Pittsfield	Conte	3.6%	64.3%	28			0	5.6%	44.4%	18	20.0%	20.0%	
JSER 2	Quincy	Snug Harbor	0.0%	25.0%	16	0.0%	45.5%	11	20.0%	20.0%	5	0.0%	0.0%	
JSER 2	Revere	Paul Revere	14.3%	38.1%	21	^^	^^	2	0.0%	66.7%	3	18.8%	56.3%	
JSER 2	Salem	Horace Mann	14.3%	64.3%	28	^^	^^	1	0.0%	50.0%	2	37.5%	25.0%	
JSER 2	Springfield	Brightwood	^^	^^	1			0	40.0%	0.0%	5	24.4%	42.2%	
JSER 2	Springfield	DeBerry			0			0	30.8%	23.1%	13	23.8%	14.3%	
JSER 2	Taunton	Leddy	0.0%	36.4%	11			0	0.0%	66.7%	3	0.0%	20.0%	
JSER 2	Wareham	Minot-Forest	6.5%	57.6%	92			0	18.2%	9.1%	11	0.0%	40.0%	
JSER 2	Westfield	Gibbs	6.7%	53.3%	15	^^	^^	1	#N/A	#N/A	#N/A	0.0%	0.0%	
JSER 2	Worcester	Canterbury Street	23.1%	23.1%	13	^^	^^	9	33.3%	22.2%	9	47.1%	29.4%	
JSER 2	Worcester	Chandler Magnet	7.7%	30.8%	13			0	0.0%	0.0%	1	38.1%	9.5%	
JSER 3	Dennis-Yarmouth	Station Avenue	14.1%	54.3%	92	^^	^^	3	0.0%	33.3%	3	20.0%	40.0%	
JSER 3	Greenfield	Four Corners	4.3%	65.2%	23	^^	^^	1	#N/A	#N/A	#N/A	14.3%	28.6%	

^^ Data not included for subgroups with fewer than 10 students



Evaluation of Massachusetts Reading First

## **Year 5 Evaluator's Report**

**A Review of Program Activity: July 1, 2006 - June 30, 2007**

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Presented to the Massachusetts Department of Elementary and  
Secondary Education

April 2008



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## Appendix H: School Level Results – Effectiveness Indices

**Table H1: 2006-2007 First Grade Effectiveness Indices by school (Cohort 1)**

LEA	School	Instructional Effectiveness for . . .					
		Average/Strength Students		Low Average Students		Weak Students	
		Fall 2006 Num. A/S	Spring 2007 Pct. A/S	Fall 2006 Num. Low Avg	Spring 2007 Pct. A/S	Fall 2006 Num. Weak	Spring 2007 Pct. Low Avg+
Athol-Royalston	Sanders Street	20	95%	5	80%	5	80%
Boston Renaissance Charter		102	95%	49	73%	52	50%
Brockton	Davis	15	93%	15	67%	78	67%
Brockton	Downey	15	93%	22	86%	29	72%
Cambridge	Haggerty	31	97%	2	100%	10	70%
Chelsea	Kelly	33	91%	36	81%	26	69%
Chelsea	Shurtleff	**	**	**	**	**	**
Chicopee	Bowe	8	100%	15	93%	34	76%
Chicopee	Stefanik	7	100%	15	100%	28	75%
Fall River	N.B. Borden	11	100%	7	100%	3	100%
Fall River	Doran	21	95%	17	71%	33	76%
Fall River	Healy	19	89%	7	57%	11	27%
Fall River	Laurel Lake	9	89%	3	100%	19	74%
Gill-Montague	Hillcrest	33	91%	4	75%	13	54%
Gill-Montague	Sheffield	**	**	**	**	**	**
Haverhill	Burnham	5	100%	7	71%	20	60%
Haverhill	Pentucket Lake	15	100%	8	88%	23	83%
Haverhill	Walnut Squae	23	100%	7	100%	9	100%
Lawrence Family Development Charter School		12	100%	19	79%	27	74%
Lawrence	Arlington	24	100%	20	80%	53	68%
Lawrence	Frost	38	95%	21	90%	34	68%
Lawrence	Wetherbee	24	88%	13	85%	20	75%
Lowell Community Charter School		32	81%	30	67%	55	65%
Lowell	Bailey	34	94%	13	69%	36	67%
Lowell	Greenhalge	33	97%	20	80%	21	62%

\*\* School does not include this grade level

**Table H1 (continued): 2006-2007 First Grade Effectiveness Indices by school (Cohort 1)**

LEA	School	Instructional Effectiveness for . . .					
		Average/Strength Students		Low Average Students		Weak Students	
		Fall 2006 Num. A/S	Spring 2007 Pct. A/S	Fall 2006 Num. Low Avg	Spring 2007 Pct. A/S	Fall 2006 Num. Weak	Spring 2007 Pct. Low Avg+
Lowell	Murkland	18	94%	13	77%	43	65%
Malden	Ferryway	46	98%	24	83%	23	61%
Methuen	Tenney	83	100%	39	90%	39	74%
Neighborhood House Charter School		20	100%	12	92%	7	86%
North Adams	Brayton	16	100%	10	90%	18	50%
North Adams	Sullivan	19	89%	4	50%	5	60%
Pittsfield	Morningside	17	76%	9	89%	23	74%
Plymouth	South Elementary	55	89%	49	84%	23	87%
Plymouth	West Elementary	39	92%	12	92%	4	75%
Quincy	Lincoln-Hancock	35	91%	16	69%	17	59%
Revere	Garfield	27	93%	15	100%	49	82%
Robert M. Hughes Academy Charter School		14	100%	4	100%	2	100%
Salem	Bates	22	100%	10	70%	15	87%
Salem	Bentley	25	80%	7	57%	17	82%
Seven Hills Charter School		27	85%	22	91%	24	92%
Springfield	Boland	29	83%	21	43%	30	37%
Springfield	Gerena	27	78%	14	57%	47	57%
Springfield	Milton Bradley	19	74%	18	33%	30	43%
Springfield	White Street	26	92%	18	72%	23	57%
Taunton	Walker	17	94%	5	80%	9	89%
Ware	Koziol	52	98%	22	59%	23	57%
Webster	Park Avenue	61	98%	43	79%	27	89%
Webster	Middle School	**	**	**	**	**	**
Westfield	Franklin Avenue	13	92%	6	83%	16	88%
Westfield	Highland	19	95%	18	67%	12	58%
Westfield	Moseley	21	100%	4	75%	3	33%
Worcester	A.L.L.	6	83%	5	100%	40	45%
Worcester	City View	10	90%	12	75%	38	53%
Worcester	Goddard	12	75%	19	63%	57	49%
Worcester	Lincoln Street	5	80%	8	75%	27	70%

\*\* School does not include this grade level

**Table H2 (continued): 2006-2007 Second Grade Effectiveness Indices by school (Cohort 1)**

LEA	School	Instructional Effectiveness for . . .					
		Average/Strength Students		Low Average Students		Weak Students	
		Fall 2006 Num. A/S	Spring 2007 Pct. A/S	Fall 2006 Num. Low Avg	Spring 2007 Pct. A/S	Fall 2006 Num. Weak	Spring 2007 Pct. Low Avg+
Athol-Royalston	Sanders Street	15	100%	8	63%	10	70%
Boston Renaissance Charter		62	95%	27	70%	51	65%
Brockton	Davis	38	100%	15	93%	55	64%
Brockton	Downey	29	97%	15	93%	28	54%
Cambridge	Haggerty	26	92%	1	100%	10	60%
Chelsea	Kelly	37	81%	27	78%	35	57%
Chelsea	Shurtleff	**	**	**	**	**	**
Chicopee	Bowe	29	100%	9	78%	16	50%
Chicopee	Stefanik	35	97%	11	91%	24	96%
Fall River	N.B. Borden	6	100%	6	83%	8	75%
Fall River	Doran	25	96%	22	73%	28	57%
Fall River	Healy	17	100%	7	100%	12	58%
Fall River	Laurel Lake	12	100%	3	100%	18	78%
Gill-Montague	Hillcrest	16	100%	4	75%	14	43%
Gill-Montague	Sheffield	**	**	**	**	**	**
Haverhill	Burnham	12	83%	2	50%	12	75%
Haverhill	Pentucket Lake	40	100%	14	86%	14	71%
Haverhill	Walnut Square	21	100%	2	50%	3	33%
Lawrence Family Development Charter School		18	94%	11	55%	29	72%
Lawrence	Arlington	57	86%	20	50%	24	46%
Lawrence	Frost	42	79%	14	50%	18	39%
Lawrence	Wetherbee	34	97%	7	57%	20	40%
Lowell Community Charter School		36	94%	16	81%	32	56%
Lowell	Bailey	45	91%	13	92%	23	43%
Lowell	Greenhalge	35	97%	10	90%	26	50%
Lowell	Murkland	26	92%	9	56%	34	44%
Malden	Ferryway	59	95%	15	53%	15	67%
Methuen	Tenney	96	96%	23	65%	14	79%
Neighborhood House Charter School		22	82%	5	40%	11	36%
North Adams	Brayton	27	100%	7	100%	10	50%

\*\* School does not include this grade level

**Table H2 (continued): 2006-2007 Second Grade Effectiveness Indices by school (Cohort 1)**

LEA	School	Instructional Effectiveness for . . .					
		Average/Strength Students		Low Average Students		Weak Students	
		Fall 2006 Num. A/S	Spring 2007 Pct. A/S	Fall 2006 Num. Low Avg	Spring 2007 Pct. A/S	Fall 2006 Num. Weak	Spring 2007 Pct. Low Avg+
North Adams	Sullivan	25	100%	5	100%	11	45%
Pittsfield	Morningside	23	100%	8	75%	27	74%
Plymouth	South Elementary	104	99%	17	82%	11	45%
Plymouth	West Elementary	48	98%	6	83%	5	80%
Quincy	Lincoln-Hancock	40	98%	15	80%	21	62%
Revere	Garfield	53	94%	15	80%	23	74%
Robert M. Hughes Academy Charter School		12	83%	4	25%	5	60%
Salem	Bates	21	100%	4	100%	15	73%
Salem	Bentley	20	100%	4	100%	13	62%
Seven Hills Charter School		34	88%	10	80%	32	69%
Springfield	Boland	26	96%	11	64%	28	39%
Springfield	Gerena	18	83%	14	50%	48	31%
Springfield	Milton Bradley	25	100%	12	50%	60	32%
Springfield	White Street	22	77%	12	25%	14	29%
Taunton	Walker	22	100%	8	100%	6	100%
Ware	Koziol	56	100%	11	55%	21	57%
Webster	Park Avenue	84	98%	18	56%	34	68%
Webster	Middle School	**	**	**	**	**	**
Westfield	Franklin Avenue	7	100%	4	75%	14	79%
Westfield	Highland	14	100%	3	100%	19	79%
Westfield	Moseley	22	100%	3	67%	3	67%
Worcester	A.L.L.	13	100%	5	100%	25	40%
Worcester	City View	22	95%	15	67%	42	48%
Worcester	Goddard	16	94%	7	71%	44	39%
Worcester	Lincoln Street	6	100%	8	88%	12	83%

\*\* School does not include this grade level



**Table H3: 2006-2007 Third Grade Effectiveness Indices by school (Cohort 1)**

LEA	School	Instructional Effectiveness for . . .					
		Average/Strength Students		Low Average Students		Weak Students	
		Fall 2006 Num. A/S	Spring 2007 Pct. A/S	Fall 2006 Num. Low Avg	Spring 2007 Pct. A/S	Fall 2006 Num. Weak	Spring 2007 Pct. Low Avg+
Athol-Royalston	Sanders Street	24	100%	9	67%	6	50%
Boston Renaissance Charter		79	99%	25	72%	33	39%
Brockton	Davis	47	100%	21	86%	31	61%
Brockton	Downey	31	100%	12	50%	23	48%
Cambridge	Haggerty	23	91%	4	50%	5	40%
Chelsea	Kelly	51	90%	22	50%	39	31%
Chelsea	Shurtleff	**	**	**	**	**	**
Chicopee	Bowe	28	100%	7	71%	17	59%
Chicopee	Stefanik	31	100%	14	93%	15	73%
Fall River	N.B. Borden	14	86%	4	75%	5	80%
Fall River	Doran	21	95%	11	64%	20	35%
Fall River	Healy	21	100%	6	100%	12	58%
Fall River	Laurel Lake	18	89%	4	75%	11	64%
Gill-Montague	Hillcrest	**	**	**	**	**	**
Gill-Montague	Sheffield	24	96%	6	100%	12	33%
Haverhill	Burnham	**	**	**	**	**	**
Haverhill	Pentucket Lake	68	99%	17	76%	16	69%
Haverhill	Walnut Square	**	**	**	**	**	**
Lawrence Family Development Charter School		29	93%	13	69%	15	47%
Lawrence	Arlington	30	90%	26	42%	31	19%
Lawrence	Frost	44	100%	23	48%	22	50%
Lawrence	Wetherbee	21	95%	14	79%	14	36%
Lowell Community Charter School		39	97%	26	62%	27	44%
Lowell	Bailey	48	92%	14	64%	24	54%
Lowell	Greenhalge	44	95%	11	55%	17	47%
Lowell	Murkland	15	100%	13	77%	40	38%
Malden	Ferryway	44	98%	11	55%	11	27%
Methuen	Tenney	103	92%	23	39%	16	50%
Neighborhood House Charter School		23	96%	4	25%	11	18%

\*\* School does not include this grade level

**Table H3 (continued): 2006-2007 Third Grade Effectiveness Indices by school (Cohort 1)**

LEA	School	Instructional Effectiveness for . . .					
		Average/Strength Students		Low Average Students		Weak Students	
		Fall 2006 Num. A/S	Spring 2007 Pct. A/S	Fall 2006 Num. Low Avg	Spring 2007 Pct. A/S	Fall 2006 Num. Weak	Spring 2007 Pct. Low Avg+
North Adams	Brayton	24	100%	9	89%	9	44%
North Adams	Sullivan	31	97%	4	100%	10	30%
Pittsfield	Morningside	27	96%	7	14%	7	14%
Plymouth	South Elementary	99	99%	22	82%	12	100%
Plymouth	West Elementary	54	100%	8	75%	3	0%
Quincy	Lincoln-Hancock	46	100%	7	71%	9	67%
Revere	Garfield	50	98%	18	78%	13	77%
Robert M. Hughes Academy Charter School		15	73%	5	20%	2	50%
Salem	Bates	39	97%	4	100%	10	40%
Salem	Bentley	13	100%	14	64%	15	60%
Seven Hills Charter School		26	96%	23	65%	22	59%
Springfield	Boland	20	95%	9	78%	38	53%
Springfield	Gerena	18	78%	15	27%	43	21%
Springfield	Milton Bradley	17	100%	18	50%	40	50%
Springfield	White Street	13	77%	10	30%	22	27%
Taunton	Walker	19	100%	9	78%	6	83%
Ware	Koziol	59	97%	13	77%	24	54%
Webster	Park Avenue	**	**	**	**	**	**
Webster	Middle School	71	99%	24	67%	23	39%
Westfield	Franklin Avenue	18	100%	4	75%	7	14%
Westfield	Highland	26	92%	6	83%	14	79%
Westfield	Moseley	19	100%	7	86%	6	33%
Worcester	A.L.L.	5	100%	10	60%	21	43%
Worcester	City View	36	94%	20	55%	15	27%
Worcester	Goddard	23	91%	21	43%	36	22%
Worcester	Lincoln Street	9	78%	4	50%	14	43%

\*\* School does not include this grade level

**Table H4: 2006-2007 First Grade Effectiveness Indices by school (Cohort 2)**

LEA	School	Instructional Effectiveness for. . .					
		Average/Strength Students		Low Average Students		Weak Students	
		Fall 2006 Num. A/S	Spring 2007 Pct. A/S	Fall 2006 Num. Low Avg	Spring 2007 Pct. A/S	Fall 2006 Num. Weak	Spring 2007 Pct. Low Avg+
Boston	Agassiz	17	100%	16	94%	55	80%
Boston	Condon	22	100%	16	75%	39	72%
Boston	Dever	11	91%	5	60%	58	62%
Boston	Eliot	8	100%	7	57%	3	0%
Boston	Harvard Kent	14	100%	15	93%	44	91%
Boston	Mendell	5	60%	5	60%	8	63%
Boston	Orchard Gardens	11	91%	9	67%	33	30%
Boston	Otis	7	100%	3	100%	29	72%
Boston	Perkins	7	100%	4	75%	20	75%
Boston	Stone	3	100%	4	75%	12	67%
Boston	Tobin	3	100%	10	80%	38	79%
Boston	Trotter	2	50%	12	42%	52	38%
Chelsea	Berkowitz	38	100%	23	87%	51	76%
Haverhill	Golden Hill	17	88%	8	100%	16	69%
Holyoke	Kelly	11	45%	6	50%	20	50%
Holyoke	Lawrence	9	89%	14	50%	32	9%
Holyoke	White	14	100%	8	88%	15	60%
Lawrence	Parthum	34	97%	32	91%	74	76%
Leominster	Fall Brook	65	94%	38	89%	44	64%
Lynn	Harrington	4	100%	9	89%	72	47%
Lynn	Ingalls	15	87%	9	89%	49	63%
New Bedford	Carney	27	96%	11	64%	19	79%
New Bedford	Hayden-McFadden	34	85%	8	63%	32	34%
Somerville	East Somerville	14	100%	23	87%	37	70%
Springfield	Homer Street	20	95%	13	85%	11	91%

**Table H5: 2006-2007 Second Grade Effectiveness Indices by school (Cohort 2)**

LEA	School	Instructional Effectiveness for. . .					
		Average/Strength Students		Low Average Students		Weak Students	
		Fall 2006 Num. A/S	Spring 2007 Pct. A/S	Fall 2006 Num. Low Avg	Spring 2007 Pct. A/S	Fall 2006 Num. Weak	Spring 2007 Pct. Low Avg+
Boston	Agassiz	27	100%	13	69%	34	53%
Boston	Condon	32	100%	19	68%	33	64%
Boston	Dever	24	100%	13	85%	38	50%
Boston	Eliot	10	70%	5	20%	12	42%
Boston	Harvard Kent	38	95%	14	86%	20	40%
Boston	Mendell	11	91%	6	50%	20	50%
Boston	Orchard Gardens	11	100%	11	55%	38	47%
Boston	Otis	15	93%	11	82%	16	69%
Boston	Perkins	15	100%	5	100%	10	70%
Boston	Stone	9	100%	4	75%	8	63%
Boston	Tobin	8	88%	7	86%	27	59%
Boston	Trotter	14	93%	21	57%	43	56%
Chelsea	Berkowitz	64	86%	9	44%	36	39%
Haverhill	Golden Hill	34	94%	10	60%	13	46%
Holyoke	Kelly	11	100%	3	100%	33	58%
Holyoke	Lawrence	14	93%	6	50%	45	22%
Holyoke	White	9	100%	4	75%	23	43%
Lawrence	Parthum	76	91%	31	42%	26	50%
Leominster	Fall Brook	72	99%	17	76%	32	44%
Lynn	Harrington	20	90%	9	67%	38	61%
Lynn	Ingalls	25	100%	13	77%	30	60%
New Bedford	Carney	44	100%	12	83%	18	94%
New Bedford	Hayden-McFadden	21	90%	14	71%	35	63%
Somerville	East Somerville	28	89%	17	53%	17	53%
Springfield	Homer Street	18	89%	8	50%	17	76%

**Table H6: 2006-2007 Third Grade Effectiveness Indices by school (Cohort 2)**

LEA	School	Instructional Effectiveness for . . .					
		Average/Strength Students		Low Average Students		Weak Students	
		Fall 2006 Num. A/S	Spring 2007 Pct. A/S	Fall 2006 Num. Low Avg	Spring 2007 Pct. A/S	Fall 2006 Num. Weak	Spring 2007 Pct. Low Avg+
Boston	Agassiz	33	94%	19	53%	51	39%
Boston	Condon	28	96%	19	58%	41	44%
Boston	Dever	19	84%	17	59%	33	39%
Boston	Eliot	13	100%	5	20%	8	13%
Boston	Harvard Kent	22	95%	9	89%	22	41%
Boston	Mendell	11	100%	4	75%	10	50%
Boston	Orchard Gardens	16	94%	9	89%	38	39%
Boston	Otis	19	89%	9	44%	14	29%
Boston	Perkins	14	86%	8	88%	11	18%
Boston	Stone	10	100%	4	75%	12	25%
Boston	Tobin	5	80%	10	60%	26	23%
Boston	Trotter	11	91%	13	77%	15	33%
Chelsea	Berkowitz	46	100%	14	79%	24	67%
Haverhill	Golden Hill	65	98%	20	80%	22	82%
Holyoke	Kelly	5	100%	5	80%	32	63%
Holyoke	Lawrence	12	92%	9	78%	47	17%
Holyoke	White	3	67%	2	100%	37	59%
Lawrence	Parthum	62	94%	36	44%	39	26%
Leominster	Fall Brook	97	98%	10	70%	19	37%
Lynn	Harrington	24	88%	15	33%	37	8%
Lynn	Ingalls	29	100%	13	62%	28	64%
New Bedford	Carney	46	96%	21	48%	14	57%
New Bedford	Hayden-McFadden	30	93%	14	71%	30	40%
Somerville	East Somerville	27	100%	8	88%	28	46%
Springfield	Homer Street	18	100%	11	64%	14	29%

**Table H7: 2006-2007 First Grade Effectiveness Indices by school (Cohort 3)**

LEA	School	Instructional Effectiveness for . . .					
		Average/Strength Students		Low Average Students		Weak Students	
		Fall 2006 Num. A/S	Spring 2007 Pct. A/S	Fall 2006 Num. LA	Spring 2007 Pct. A/S	Fall 2006 Num. Weak	Spring 2007 Pct. LA+
CDC	Community Day Charter	15	100%	2	100%	8	100%
Greenfield	Newton	14	100%	6	83%	7	57%
Narragansett	Baldwinville	26	100%	13	92%	6	83%
Southbridge	Charlton Street	**	**	**	**	**	**
Southbridge	Eastford Road	72	97%	41	85%	71	51%
West Springfield	Coburn	18	89%	17	71%	29	62%

**Table H8: 2006-2007 Second Grade Effectiveness Indices by school (Cohort 3)**

LEA	School	Instructional Effectiveness for . . .					
		Average/Strength Students		Low Average Students		Weak Students	
		Fall 2006 Num. A/S	Spring 2007 Pct. A/S	Fall 2006 Num. LA	Spring 2007 Pct. A/S	Fall 2006 Num. Weak	Spring 2007 Pct. LA+
CDC	Community Day Charter	16	100%	4	75%	3	100%
Greenfield	Newton	11	100%	4	100%	11	73%
Narragansett	Baldwinville	28	100%	4	75%	8	50%
Southbridge	Charlton Street	108	92%	23	74%	47	36%
Southbridge	Eastford Road	**	**	**	**	**	**
West Springfield	Coburn	24	100%	15	73%	17	53%

**Table H9: 2006-2007 Third Grade Effectiveness Indices by school (Cohort 3)**

LEA	School	Instructional Effectiveness for . . .					
		Average/Strength Students		Low Average Students		Weak Students	
		Fall 2006 Num. A/S	Spring 2007 Pct. A/S	Fall 2006 Num. LA	Spring 2007 Pct. A/S	Fall 2006 Num. Weak	Spring 2007 Pct. LA+
CDC	Community Day Charter	11	91%	5	40%	8	25%
Greenfield	Newton	13	100%	6	100%	6	83%
Narragansett	Baldwinville	31	100%	5	100%	5	60%
Southbridge	Charlton Street	102	97%	18	56%	40	43%
Southbridge	Eastford Road	**	**	**	**	**	**
West Springfield	Coburn	25	100%	13	69%	19	58%

\*\* School does not include this grade level

**Table H10: 2006-2007 First Grade Effectiveness Indices by school (Silber)**

Cohort	LEA	School	Instructional Effectiveness for...					
			Average/Strength Students		Low Average Students		Weak Students	
			Fall 2006 Num. A/S	Spring 2007 Pct. A/S	Fall 2006 Num. LA	Spring 2007 Pct. A/S	Fall 2006 Num. Weak	Spring 2007 Pct. LA+
JSER 1	Adams-Cheshire	C.T. Plunkett	44	86%	17	76%	18	33%
JSER 1	Gardner	Sauter	39	100%	17	88%	22	82%
JSER 1	Gloucester	Fuller	28	96%	15	53%	20	75%
JSER 2	Boston	Bates	8	100%	5	100%	25	72%
JSER 2	Boston	O'Donnell	4	100%	9	89%	28	86%
JSER 2	Brockton	Huntington	10	100%	12	100%	44	77%
JSER 2	Chelsea	Sokolowski	25	100%	29	90%	56	73%
JSER 2	Chicopee	Selser	21	100%	12	92%	27	74%
JSER 2	Easthampton	Maple	5	100%	10	80%	20	60%
JSER 2	Fall River	North End	35	94%	19	89%	30	67%
JSER 2	Fall River	Small	18	100%	9	78%	7	100%
JSER 2	Haverhill	Silver Hill	17	100%	11	82%	11	64%
JSER 2	Holyoke	Morgan	6	100%	10	60%	47	55%
JSER 2	Lawrence	Guilmette	40	95%	36	75%	56	57%
JSER 2	Leominster	Northwest	77	99%	32	81%	47	74%
JSER 2	Lowell	Morey	26	88%	16	94%	36	64%
JSER 2	Lowell	Varnum Arts	9	78%	11	91%	18	78%
JSER 2	Marlborough	Kane	78	95%	20	65%	16	75%
JSER 2	Methuen	Timony	91	99%	25	68%	28	64%
JSER 2	New Bedford	Ottiwell	17	88%	10	80%	14	50%
JSER 2	North Adams	Greylock	25	96%	7	100%	8	25%
JSER 2	Pittsfield	Conte	31	94%	14	86%	15	73%
JSER 2	Quincy	Snug Harbor	15	100%	11	91%	9	78%
JSER 2	Revere	Paul Revere	12	92%	15	73%	29	72%
JSER 2	Salem	Horace Mann	27	93%	3	67%	5	80%
JSER 2	Springfield	Brightwood	24	71%	14	29%	22	14%
JSER 2	Springfield	DeBerry	15	93%	12	67%	22	55%
JSER 2	Taunton	Leddy	19	100%	6	67%	5	60%
JSER 2	Wareham	Hammond	63	94%	16	44%	21	43%
JSER 2	Wareham	Minot-Forest	**	**	**	**	**	**
JSER 2	Westfield	Gibbs	14	100%	7	57%	3	0%
JSER 2	Worcester	Canterbury Street	6	83%	14	43%	21	29%
JSER 2	Worcester	Chandler Magnet	2	100%	8	63%	22	50%
JSER 3	Dennis-Yarmouth	Station Avenue	52	94%	20	90%	19	74%
JSER 3	Greenfield	Four Corners	29	86%	6	33%	5	20%

\*\* School does not include this grade level

**Table H11: 2006-2007 Second Grade Effectiveness Indices by school (Silber)**

Cohort	LEA	School	Instructional Effectiveness for...					
			Average/Strength Students		Low Average Students		Weak Students	
			Fall 2006 Num. A/S	Spring 2007 Pct. A/S	Fall 2006 Num. LA	Spring 2007 Pct. A/S	Fall 2006 Num. Weak	Spring 2007 Pct. LA+
JSER 1	Adams-Cheshire	C.T. Plunkett	42	100%	14	79%	20	50%
JSER 1	Gardner	Sauter	49	94%	10	80%	21	67%
JSER 1	Gloucester	Fuller	36	97%	13	92%	13	77%
JSER 2	Boston	Bates	21	95%	6	83%	16	50%
JSER 2	Boston	O'Donnell	13	85%	8	50%	18	50%
JSER 2	Brockton	Huntington	25	100%	9	89%	37	62%
JSER 2	Chelsea	Sokolowski	13	85%	8	50%	18	50%
JSER 2	Chicopee	Selser	26	100%	8	100%	15	87%
JSER 2	Easthampton	Maple	22	95%	4	50%	10	80%
JSER 2	Fall River	North End	25	96%	19	63%	34	47%
JSER 2	Fall River	Small	11	82%	9	56%	11	64%
JSER 2	Haverhill	Silver Hill	23	91%	9	89%	8	75%
JSER 2	Holyoke	Morgan	14	86%	8	75%	32	38%
JSER 2	Lawrence	Guilmette	41	88%	13	54%	49	49%
JSER 2	Leominster	Northwest	14	86%	8	75%	32	38%
JSER 2	Lowell	Morey	30	100%	10	80%	26	65%
JSER 2	Lowell	Varnum Arts	6	100%	1	100%	24	79%
JSER 2	Marlborough	Kane	83	100%	12	83%	24	46%
JSER 2	Methuen	Timony	106	95%	22	68%	25	88%
JSER 2	New Bedford	Ottiwell	23	100%	11	91%	14	71%
JSER 2	North Adams	Greylock	23	100%	9	89%	9	78%
JSER 2	Pittsfield	Conte	22	100%	10	100%	31	52%
JSER 2	Quincy	Snug Harbor	19	95%	5	80%	7	86%
JSER 2	Revere	Paul Revere	28	96%	13	85%	15	80%
JSER 2	Salem	Horace Mann	23	100%	3	67%	8	38%
JSER 2	Springfield	Brightwood	7	71%	13	62%	42	62%
JSER 2	Springfield	DeBerry	11	100%	5	80%	19	58%
JSER 2	Taunton	Leddy	23	96%	3	100%	18	83%
JSER 2	Wareham	Hammond	**	**	**	**	**	**
JSER 2	Wareham	Minot-Forest	70	100%	21	81%	15	73%
JSER 2	Westfield	Gibbs	15	100%	2	50%	6	67%
JSER 2	Worcester	Canterbury Street	6	100%	5	40%	19	47%
JSER 2	Worcester	Chandler Magnet	4	100%	3	67%	30	40%
JSER 3	Dennis-Yarmouth	Station Avenue	71	99%	14	86%	18	67%
JSER 3	Greenfield	Four Corners	29	100%	3	67%	5	40%

\*\* School does not include this grade level



**Table H12: 2006-2007 Third Grade Effectiveness Indices by school (Silber)**

Cohort	LEA	School	Instructional Effectiveness for...					
			Average/Strength Students		Low Average Students		Weak Students	
			Fall 2006 Num. A/S	Spring 2007 Pct. A/S	Fall 2006 Num. LA	Spring 2007 Pct. A/S	Fall 2006 Num. Weak	Spring 2007 Pct. LA+
JSER 1	Adams-Cheshire	C.T. Plunkett	55	96%	14	79%	15	33%
JSER 1	Gardner	Sauter	54	94%	13	77%	9	78%
JSER 1	Gloucester	Fuller	35	94%	12	33%	15	67%
JSER 2	Boston	Bates	20	90%	4	50%	17	53%
JSER 2	Boston	O'Donnell	15	93%	6	83%	11	45%
JSER 2	Brockton	Huntington	17	94%	19	68%	30	70%
JSER 2	Chelsea	Sokolowski	41	93%	22	68%	32	47%
JSER 2	Chicopee	Selser	23	100%	12	100%	17	82%
JSER 2	Easthampton	Maple	17	100%	5	100%	12	58%
JSER 2	Fall River	North End	26	88%	15	87%	27	63%
JSER 2	Fall River	Small	10	90%	8	38%	5	40%
JSER 2	Haverhill	Silver Hill	35	97%	13	77%	9	22%
JSER 2	Holyoke	Morgan	9	78%	7	14%	50	22%
JSER 2	Lawrence	Guilmette	40	90%	24	46%	45	24%
JSER 2	Leominster	Northwest	106	98%	6	67%	22	50%
JSER 2	Lowell	Morey	36	89%	13	46%	21	29%
JSER 2	Lowell	Varnum Arts	12	100%	9	89%	12	58%
JSER 2	Marlborough	Kane	73	97%	9	89%	20	60%
JSER 2	Methuen	Timony	111	95%	19	53%	15	40%
JSER 2	New Bedford	Ottiwell	17	100%	15	80%	15	80%
JSER 2	North Adams	Greylock	27	100%	5	100%	5	60%
JSER 2	Pittsfield	Conte	34	97%	21	81%	11	82%
JSER 2	Quincy	Snug Harbor	19	100%	5	100%	4	75%
JSER 2	Revere	Paul Revere	19	100%	8	100%	16	63%
JSER 2	Salem	Horace Mann	25	100%	4	50%	11	27%
JSER 2	Springfield	Brightwood	9	100%	14	64%	30	17%
JSER 2	Springfield	DeBerry	9	89%	9	67%	16	31%
JSER 2	Taunton	Leddy	12	0%	5	20%	4	50%
JSER 2	Wareham	Hammond	**	**	**	**	**	**
JSER 2	Wareham	Minot-Forest	96	97%	12	58%	12	50%
JSER 2	Westfield	Gibbs	8	100%	4	75%	7	71%
JSER 2	Worcester	Canterbury Street	10	90%	9	78%	23	26%
JSER 2	Worcester	Chandler Magnet	9	100%	7	86%	17	53%
JSER 3	Dennis-Yarmouth	Station Avenue	68	97%	14	71%	28	32%
JSER 3	Greenfield	Four Corners	22	95%	8	50%	6	67%

\*\* School does not include this grade level